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ABSTRACT

This report describes a study from May 1989 through 1991-92 of the implementation and status of the Multicultural Education Program being developed in the Pittsburgh (Pennsylvania) public schools. It also includes the perspectives of participating students, staff, and parents. The multicultural education demonstration in the Prospect Center represents Pittsburgh's attempt to show that schools can be restructured to bring about genuine integration. This middle-school demonstration is undertaken in the face of a history that has left neighborhoods segregated by race, ethnicity, and geography, and a record of troubled intergroup relations in the demonstration school. The following seven program components are being developed through the District Office of Multicultural Education and the Prospect Center to address six challenges of multicultural education regarding respect and understanding, community confidence, program ownership, student psychosocial development, and career and education aspirations: (1) conflict resolution; (2) cultural awareness; (3) learning and teaching styles; (4) cooperative learning; (5) multicultural curriculum; (6) parent and community involvement; and (7) elimination of tracking. Despite progress in putting program elements in place, many such elements have scarcely been initiated. Staff turnover is an impediment to implementation. An appendix contains four questionnaires used in the study. (JB)

THE JOHNS HOPKINS UNIVERSITY

Meeting the Challenges

Of Multicultural Education

Barbara McHugh
Saundra Murray Nettles
Gary D. Gottfredson

Report No. 42

February 1993

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Meeting the Challenges of

Multicultural Education

The Second Report from the Evaluation of Pittsburgh's
Prospect Multicultural Education Center

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Preface

Demographic changes, continuing dissatisfaction with progress in achieving an integrated educational system, and proposals for multicultural education have fueled debates about race, ethnicity, and their role in political, economic, and educational policy. In this context, Pittsburgh is developing the Multicultural Education Demonstration Program, a major effort to address racial and ethnic diversity in a middle school.

This is the second report from the evaluation of the Multicultural Education Program. The report covers the implementation of the program since its inception in May 1989 through the end of the 1991-92 school year. It describes the program's status and the status of challenges it addresses.

We have structured the report to provide information that will be helpful to the developing program and to audiences seeking to understand the rationale and content of a multicultural initiative and the responses it evokes from participants.

Our first report provided background on the multicultural education movement and the aims of the Pittsburgh program. These topics are treated briefly in Section I of this report. Section II of the present report describes the status of the program's challenges: It presents data on implementation of the program and on challenges the program faces. It includes information from the perspective of students, staff, and parents who are participants in the demonstration program. Section III describes the levels of implementation achieved and the implications of development to date for meeting the challenges and for replication of the multicultural program in other schools.

In some instances we detected errors in our earlier reporting, or we have chosen to calculate percentages in a different way in the present report. Where statistics reported differ, the data in this second report are definitive.

We are grateful for the colleagueship of the staff of the Allegheny Conference on Community Development and the Pittsburgh Public Schools. Special thanks go to Nancy Bunt, Stanley Denton, Robert Pipkin, Paul LeMahieu, Carolyn Thompson, Virginia Norkus, and Cynthia Petersen-Handley. Janet Marnatti provided assistance in data collection. We are also grateful for the candid counsel of members of the Board of Visitors and of Prospect Multicultural Center's administrators and staff on various aspects of our work. Susan A. McLean assisted in preparing the manuscript.

This report was made possible by a grant from the Pew Charitable Trust to the Allegheny Conference on Community Development. We also benefitted from support by grant no. R117R90002 from the Office for Educational Research and Improvement for a Center for Research on Effective Schooling for Disadvantaged Students. Opinions are our own and do not reflect the opinions of any sponsor or of the Program's staff.

A few words on our use of descriptors of race or ethnicity are in order. In our surveys, we tried multiple approaches to capturing race/ethnic self-identification -- combining "government-style" multiple-choice categories with open-ended requests for description of ancestry. One thing is clear: Not every respondent is comfortable with any method of description. This report makes use of compromise, simplification, and expediency. Black and African-American are used interchangeably and White and European-American are also treated as synonyms. This compromise does not do justice to those persons who preferred another descriptor. Among the most common alternative selected by respondents was "American," but there were many others.

Summary

Multicultural education is intended to address challenges of integrated education in a segregated society. Central themes of multiculturalism include:

- Presenting a balanced view of history,
- Fostering student self-esteem, positive intergroup relations, and respect among groups,
- Accommodating instruction to individual differences in learning styles,
- Emphasizing multicultural ideals throughout the school organization, and
- Providing all students an equal opportunity to learn.

A multicultural education demonstration in the Prospect Center represents Pittsburgh's attempt to show that schools can be restructured to bring about genuine integration. This middle-school demonstration is undertaken in the face of a history that has left neighborhoods segregated by race, ethnicity, and geography — and a record of troubled intergroup relations in the demonstration school.

The demonstration program has evolved from extensive planning and implementation trials conducted during the 1989-90, 1990-91, and 1991-92 school years. Seven program components are being developed through the District Office of Multicultural Education and the Prospect Center: (1) conflict resolution, (2) cultural awareness, (3) learning and teaching styles, (4) cooperative learning, (5) multicultural curriculum, (6) parent and community involvement, and (7) elimination of tracking.

These seven program components are being developed to address the six challenges of multicultural education:

1. Achieving respect and understanding for all groups,
2. Gaining community confidence in the school,
3. Securing ownership of the multicultural ideal among staff, students, parents, and the community,
4. Fostering student psychosocial development,
5. Enhancing students' career and educational aspirations, and
6 Furthering the academic achievement of all groups.

Respect and understanding. Despite promising signs, much remains to be done to meet the challenge of achieving a climate that thoroughly reflects respect and understanding for all groups. Whereas most students and most teachers want to work together, obstacles to doing so remain. Among these are (a) the continued persistence of widely shared stereotypes working to the disadvantage of both Black and White students, (b) increased tension between the teachers and the principal, (c) uncertainty about the commitment of all individuals to the multicultural ideal, and (d) the erosion of both Black and White parental perceptions of the school's program.

Community confidence. Most parents believe that the school has a sound academic program, but there are increasing signs of parental dissatisfaction. Both Black and White parents increasingly are concerned about school disorder. Parental dissatisfaction may thwart progress unless community views and concerns are successfully addressed.

Program ownership. The evidence suggests that student acceptance of the program is growing and that most staff, students and parents endorse the program's goals. But the initial high levels of program ownership by staff may be declining. Boys remain less enthusiastic than girls about learning about different cultures. The elimination of tracking and of the scholars' program is regarded as harmful or useless by a majority of staff. And, although the majority of Black parents endorse the program, a large minority of White parents believe there is not enough balance in the program's emphasis. If community concerns are not addressed, the program may become too unpopular to continue in its present form.

Student psychosocial development. Assessments imply that both African- and European-American students tend to feel connected to the school, respect conventional social rules, think positively about themselves, and feel pride in their own group's cultural traditions. At the same time, students report that members of their own group are likely to hassle or hurt each other. The evidence suggests that program components directed at how students now treat each other may prove more helpful than will attempts to change how history is perceived.

Career and educational aspirations. Many Prospect students are not yet seriously oriented towards careers. Many students aspire to a small number of occupations that employ few American workers. Boys' educational aspirations are lower than girls' aims, and the aspirations of students in higher grades are lower than those of younger students. Additional evidence implies that peer culture operates to limit the educational effort or performance of boys, and African-American boys in particular. Systematic attention to peer influence, peer expectations, and peer behavior may provide an avenue to improve educational outcomes.

Despite progress in putting elements of the multicultural program in place in Prospect, many program elements have scarcely been initiated. Staff turnover is an impediment to implementation. Clear specifications of what is to be done for the cooperative learning and learning styles instructional components are lacking.

Critical elements of the vision of multicultural education that guided the initiation of the demonstration program remain substantially unrealized at Prospect.

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SECTION I. MULTICULTURAL EDUCATION — WHY AND WHAT

In this section we provide an overview of multicultural education as an idea, explain the national and local context within which the Prospect Demonstration Program operates, and summarize the program itself.

Chapter 1. The Idea of Multicultural Education

Pittsburgh is engaged in an initiative to foster genuine integration in a Multicultural Education Program. This chapter first describes the multicultural idea and then it introduces the program's aspirations.

The Aims of Multicultural Education

Although advocates of multicultural education do not all speak with one voice, several concerns are central to the idea of multiculturalism:

1. A more balanced version of history,

2. The personal development and interpersonal relations of students — especially with respect to their own ethnic/racial identity, self-esteem, and intergroup relations,

3. Fair and effective approaches to individual differences in learning styles that are believed to have links to cultural influences,

4. Multicultural representation in the entire school environment — staffing, policies and procedures, and staff and organization development, and

5. Equal opportunity to learn for all groups.

These five concerns have received unequal attention in the media, with more popular attention directed at the first (balance in coverage) than at the others. The other four issues are of equal importance.

Proposals for multicultural education are one manifestation of a desire for greater balance in images of experience, accomplishment, and contribution to American culture. An aim for multicultural education is that it will promote greater exposure to and understanding of the contributions of the diverse groups making up the American public. Thus, one theme of most proposals calls for presenting a "truer" version of history.

Another central aspiration for multicultural education is that it will help build pride in group identity, commitment to education, and sense of community among Black and Latino students. By so doing, it may weaken one of the impediments to more educational success among those groups who now fare worst in school and in the economy.

One key to achieving this goal is making the context and mode of instruction responsive to diversity in learning styles. If social groups differ in cognitive or learning styles, then it follows that instruction favoring one style rather than others may disadvantage some groups. Therefore, one of the concerns of multicultural education has been to encourage attention to individual differences in learner characteristics and the application of a broad range of instructional approaches which are to some extent matched to the characteristics of the learner.

A multicultural perspective implies that social institutions should provide opportunities for participation and power sharing by individuals with diverse origins and characteristics who are capable of understanding and communicating about diverse perspectives. This concern is reflected in a desire for balance in the staffing of educational organizations and a recognition that continual effort at staff development will likely be required.

A final core concern of multicultural education is with providing an equal opportunity for all to learn. This concern is reflected in the recognition that some customary educational arrangements (that are perhaps well suited to achieving some educational goals) may operate at the expense of other goals. Specific multicultural proposals call for the elimination of tracking as a matter of policy and the substitution of instructional methods suited for heterogeneous groups of students.

Reducing conflict among individuals and groups — and improvements in the management of classrooms and instruction — are often seen as additional elements of an educational program conducive to an equal opportunity for all to learn. This is especially important if conflict leads to disparate patterns of exclusion of some groups from the school through suspension.

The Pittsburgh Multicultural Education Program

Through the Multicultural Education Program at Prospect Middle School, the Pittsburgh schools' aim is to demonstrate that a self-perpetuating

change in the social organization of schools can be brought about with beneficial results for students, families, and communities.

Purpose

Prospect Middle School was selected as a location to demonstrate that a climate can be created in which all students' cultures will be appreciated and where such a climate will produce better student conduct, increased student effort, and improved academic outcomes. The difficulties the school was experiencing and its mixed demographic profile make it a challenging proving ground for the idea that multicultural education can improve race relations and enhance the educational prospects of all students.

Prospect's program is intended to demonstrate that (a) schools can be restructured to bring about genuine, rewarding integration of persons from diverse neighborhoods and differing ethnic backgrounds; (b) activities to reach, involve, and utilize the resources of parents and communities can build community ownership of pluralistic education in which all groups benefit educationally; (c) instructional and co-curricular arrangements can increase learning, improve race relations, limit conflict, and enhance the sense of self-efficacy and aspirations of all students; (d) curricular modification can enhance appreciation of the cultural contributions of all ethnic groups; (e) activity to develop a school's human resources will improve the treatment of youths of all ethnic backgrounds and produce a competent environment in which to conduct education; and (f) evaluation can serve to develop and improve the program over time as well as to document what the program has done with what effects.

Program Goals

Some key features of the Multicultural Program are illustrated in Figure 1.1.

Figure 1.1. The multicultural program, features, objectives, and goals.

Program Inputs		Program Components	Intervention Features	Objectives	Goals	Ultimate Goals
Human Relations Teachers School-Based Coordinator Director Staff Development Resources District Multicultural Team Board of Visitors Evaluation Personnel Resources Other	Program Design Choices	Restructuring Heterogeneous grpg. Instructional teams Flexible duty (HRT) School-community-parent relations and involvement Outreach Resource utilization Resource room Workshops Transportation Good news calls Volunteer aides Student relations Cooperative learning Peer counseling/tutoring Heterogeneous extra-curric. leadership activities Conflict mgmt. skills Curriculum Infusion/ pluralism Prog. Devt. Evaluation	Truly rewarding integrated activities Students Teachers Parents Community Multicultural pluralism in content of instruction Genuinely integrated instructional structures Scheduling Grouping Access/ participation	Attitudes Own group Other groups Self-efficacy expectations Student Parent Parent expectations for students Attendance Teacher treatment of students Student conduct	Community perceptions of Prospect Student achievement -- all groups Intergroup harmony Student psychosocial health Program ownership Staff Students Parents Community System Career and educational aspirations	Self-perpetuating social organization

The most fundamental information about the program is summarized by its goals:

1. Achieving respect and understanding for all groups,

2. Building community confidence in the school,

3. Developing program ownership by staff, students, parents, community, and school system,

4. Fostering student psychosocial development,

5. Enhancing students' career and educational aspirations, and

6. Promoting academic achievement for all groups.

The next chapter describes the components of the program and explains the relation of these components to the program's goals.

Chapter 2. The Program

The Multicultural Education Program combines activities to restructure the delivery of instruction, enhance the curriculum, and improve relations among groups within and outside of the school.

Specific program components to restructure the delivery of instruction include the elimination of tracking and the application of cognitive learning styles. Also included are new arrangements, such as advisory homerooms and co-curricular activities, that will foster new relations between teachers and learners.

A curriculum enhancement component infuses multicultural content into existing courses and co-curricular activities, and it introduces new courses and co-curricular activities based on tenets of multicultural education.

Finally, activities to improve relations among students and teachers in the school, between the school and other entities, and among groups outside the school include the use of conflict resolution strategies, cooperative learning in classrooms, and parent and community involvement.

This section describes these elements, which are being developed at the Prospect Multicultural Center, the demonstration site. This development is led at the district level by the Office of Multicultural Education through collaborative efforts among administrators, teachers, parents, and community members. We begin with a description of the program's structure and

content, and then we describe the program at Prospect during the 1991-92 school year. Readers may refer to our first report for a history of the program's development.

Program Structure

A district multicultural education program provides a context within which the program at Prospect is evolving. The following paragraphs first describe this developing district context and then the organization of the program in the school itself.

Office of Multicultural Education

Organization and functions. The Office of Multicultural Education is responsible for implementing the components of the multicultural program throughout the district. The Board of Education's Policy Statement on Multiracial, Multiethnic, Multicultural Education in the Pittsburgh Public Schools serves as a guide.

The Office of Multicultural Education was created at the start of the 1989-90 school year when the Board of Education appointed Dr. Stanley Denton as Director. During the first full year of implementation (the 1990-91 school year), the Office was located at Prospect, and the Director shared responsibility with the Prospect Principal for the development of the school's program.

During the summer following the 1990-1991 school year, the program modified its organizational structure to allow for program expansion in the district and for continued development of the Prospect model. The district office was moved from Prospect to the Board of Education building. The staff, which initially consisted of the Director and his assistant, was increased to support district-wide expansion. Eight Multicultural Education Resource Teachers were added. They had responsibility for coordination, training, dissemination and technical assistance at Prospect. They also had these responsibilities throughout the district, each in her respective content area (curriculum, conflict resolution, and cultural awareness.) One additional Multicultural Resource Teacher was added in the 1991-1992 school year.

Two staff development Associate Directors coordinated training in conflict resolution, cultural awareness, and learning styles. They also provided other forms of support, such as coaching administrators and trainers in the implementation of multicultural components and developing a multimedia library on training in the three content areas.

District plans for expansion. During the 1991-1992 school year, the Office of Multicultural Education began the first year in the implementation of a 5-year plan for disseminating the cultural awareness, conflict resolution, and learning styles components to the 23 elementary, 14 middle, and 11 secondary schools in the district. The plan calls for schools to adopt program elements in phases, one phase per school each year for a given program element.

For example, the conflict resolution strand consists of five phases: (1) skills acquisition, wherein selected staff from a given school are trained in basic concepts of conflict resolution; (2) mastery, which consists of opportunities for staff to practice the skills; (3) train-the-trainer, wherein staff who have reached requisite levels of skill train others; (4) supervised implementation, which may include establishment of conflict mediation centers in the school and community; and (5) dissemination.

Each school (or grade across schools) will participate in one phase per year in a given program strand until all phases are complete. Schools and grades will enter the dissemination stream on a staggered basis.

Other Activities. During the 1991-92 school year, the Office of Multicultural Education published three issues of a newsletter, Multicultural Perspectives, and conducted two public forums which featured scholars and educators. Board of Visitors meetings were conducted in November and in May.

The Model Program at Prospect

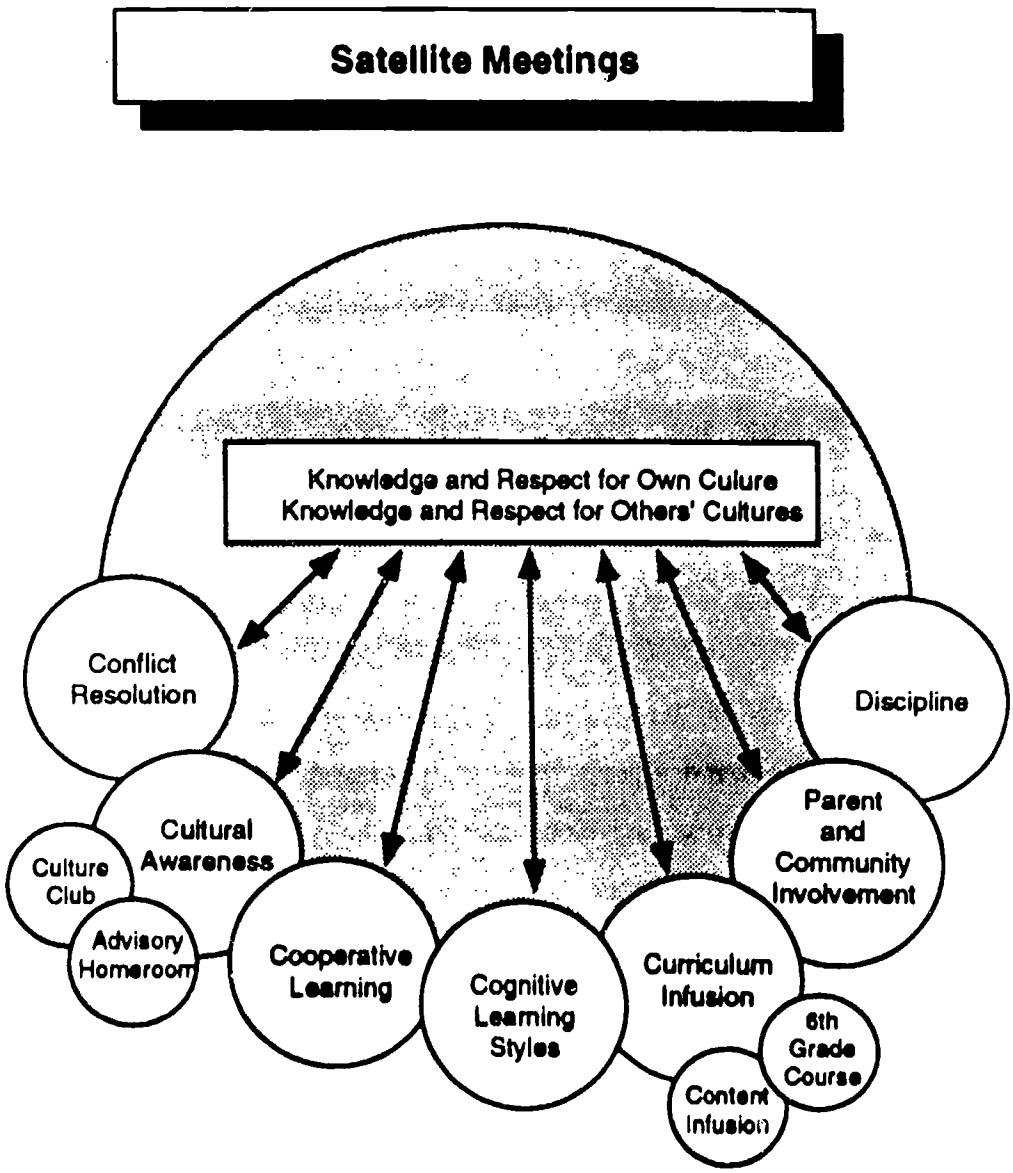
Organization. At Prospect, the principal has authority over all aspects of the multicultural program implemented in the building, and the School-Based Coordinator has day-to-day responsibility for implementation, including coordinating the activities of the Human Resources Teachers (HRTs, who are also known as site-based trainers). During the 1991-92 school year, 13 HRTs and 1 Resource Teacher supported the program at Prospect. As outlined in the program design, the HRTs are relieved of a

portion of their regular classroom assignments to carry out roles as planners, implementers, and trainers in the developing program.

A "Supercabinet," which the Principal proposed in September 1991 and the Board approved in November 1991, is the school governing structure. As Figure 2.1 shows, the supercabinet is divided into 7 satellites, one for each of the 6 multicultural strands, and a seventh for discipline. The Principal chairs the discipline group and teachers and administrators chair the others. Each faculty member and administrator serves on one of the satellites, which met during the school year on the first Thursday of each month. Through their respective chairpersons, members of the satellites have input into the Supercabinet Roundtable, which met on the third Thursday. The roundtable includes instructional team leaders, human resource teachers, administrators, a union representative, and two parents.

The Director of Multicultural Education and the Principal at Prospect convened a second group, the Multicultural Steering Committee, in September 1991 to assure close coordination and communication between the district and model program. This group included the staff development specialists, the Prospect School-Based Coordinator, and members of the evaluation team. The Committee met monthly to consider such items as scheduling of program and evaluation activities, staff assignments, and implementation progress.

Figure 2.1. A schematic representation of Prospect's Multicultural Cabinet and its Satellite Committees.



Program Content

The program consists of seven "strands" or components: conflict resolution, cultural awareness, teaching and learning styles, cooperative learning, multicultural curriculum, parent and community involvement, and elimination of tracking.

Conflict Resolution

The conflict resolution strand is intended to promote effective management of interpersonal and intergroup conflict among teachers, administrators, and students. The program uses a model of conflict resolution developed by Morton Deutsch and associates at the International Center for Cooperation and Conflict Resolution (ICCCR), Teachers' College, Columbia University. During the 1990-91 school year, a representative from ICCR trained HRTs and staff developers to apply the model. In turn, these trained individuals now routinely train school personnel and students at Prospect and throughout the district.

Cultural Awareness

The cultural awareness strand embraces activities to foster students' respect for and understanding of their own and others' cultural backgrounds, enhance career and educational aspirations, and promote psychosocial growth.

Although a wide range of activities is possible, activities are expected to reflect a developmental model that views cultural appreciation as the culmination of a sequence of stages. Also, activities are to be designed in ways that help students to explore culture in self-enhancing ways.

Cognitive Learning and Teaching Styles

The cognitive learning and teaching styles strand is intended to increase student achievement and motivation to learn. This strand applies approaches that match teaching styles to students' preferred styles of learning. It is anticipated that consideration of learner preferences — through redesign of classroom environments, use of multisensory instruction, and other strategies — will achieve the component's motivational and achievement objectives.

Initial training in learning styles was conducted by the Center for the Study of Learning Styles in January, February, and April 1991. HRTs participated in the training, which focused on the approach developed by Rita Dunn and her associates. Teachers learned how to administer and interpret scores on the Learning Styles Inventory and how to incorporate information about students' learning styles into instruction. As in the conflict resolution strand, training participants have trained others at Prospect.

Cooperative Learning

Cooperative learning is intended to promote positive intergroup relations in desegregated classrooms and to enhance student ability to work in concert with others in pursuit of common goals.

Cooperative learning strategies are to be implemented within content areas. Plans call for collegial groups to support teacher learning of the strategies and provide peer coaching to promote the application of skills in classroom instruction.

Multicultural Curriculum

The multicultural curriculum strand develops guidelines for revising curriculum to include multicultural content. Guidelines specify seven areas of curriculum infusion: content, support/ linking activities, teaching strategies, assessment strategies, selection of instructional materials, learning activities, and classroom environment. District content directors are taking the lead in reviewing and selecting new materials and developing standards for implementing the revisions in schools. The District adopted a new basal reading series that is multicultural in content.

The strand also encompasses the development of new courses whose focus is multicultural education. District and Prospect staff prepared a scope and sequence for a course for sixth-grade students during the 1990-91 school year. All sixth-grade students at Prospect took the course during the

1991-92 school year. A course for seventh graders is to be implemented during the 1992-93 school year.

Parent and Community Involvement

Through the parent and community involvement strand the program aims to build community confidence in the school, promote academic achievement of students, and increase respect and understanding among racial/ethnic groups. Activities are conducted to augment school/business partnerships, recruit volunteers to work in the school, inform parents and staff about matters of mutual concern regarding students and school policy, and develop programs between school and community organizations.

Elimination of Tracking

The district aims to provide equal opportunity for instruction to all students and reduce segregation within schools with racially balanced populations.

To achieve this aim, the district initially implemented its Policy Statement on Multiracial, Multiethnic, Multicultural Education in the Pittsburgh Public Schools. The policy unambiguously prohibited tracking: "Tracking, regardless of the rationale offered, is prohibited." The policy further specified that heterogeneous grouping is the accepted practice. Regrouping in subject areas (such as reading or math) is permitted in exceptional cases.

The superintendent suspended the policy in the spring of 1992 following vocal protests from some constituencies. The policy now is to maintain the status quo.

Activities at Prospect during the 1991-92 School Year

Conflict Resolution. The conflict resolution component consists of two major activities. The first is training. During the school year, six teachers were trained in mediation. Two additional HRTs were fully trained during the 1991-92 school year.

The second major activity is the mediation center, which opened in October 1991 and is staffed by trained teachers. At the discretion of a Dean, students involved in disputes can choose mediation over other disciplinary action if both students agree to mediation. Mediation was added to the disciplinary referral form as an option, and the Supercabinet agreed to develop a pilot program in which teachers make referrals.

Cultural Awareness. The cultural awareness strand at Prospect consisted of teacher cultural awareness training, special events and activities (such as the Christmas Concert), the Advisory Homeroom, and the Culture Clubs.

Cultural awareness training for teachers was conducted throughout the school year in eight, half-hour sessions. The topics included China, American Indians, Eastern Europeans, cultural competence paradigms, and multicultural literacy.

Advisory homerooms were initiated during the 1990-91 school year and continued throughout the current school year. These were established by lengthening the standard homeroom period. Advisory homerooms, composed of small groups of students, meet daily for 27 minutes.

The homerooms are intended to orient students to the school, create a sense of belonging, provide a place for students to voice their concerns, and provide activities to increase student awareness of ethnic, racial, and cultural groups. During the first year of operation, actual activities included review of vocabulary and math concepts and other academic or enrichment assignments that the teachers devised. Over the summer of 1992 and during subsequent months of the school, one of the HRTs developed the curriculum for the advisory homeroom. The lessons embrace all areas of the multicultural program and include diverse instructional materials and procedures. The HRT responsible for this activity distributed materials weekly and collected feedback monthly for revisions.

The Culture Club was organized for African-American males during the 1990-91 school year. The club is based on a model of reference-group identity developed by Jerome Taylor, former director of the Black Family Institute at the University of Pittsburgh. The club's activities focus on building positive personal and reference-group identity through group discussions, presentations on cultural values and heroes, and parental involvement. Meetings took place during the school day, but were scheduled so that members would miss class only once every seven weeks. Approximately 25 students were members. African-American girls

requested a similar club, which is planned for implementation during the 1992-93 school year.

Cognitive Learning and Teaching Styles. At the start of the 1991-92 school year, HRTs trained in learning styles introduced the remaining Prospect faculty to the approach. Teachers completed the Learning Styles Inventory (LSI) and other measures to gauge their own preferences, received an overview of the interpretation of the inventory, and considered topics such as the use of tactual and kinesthetic materials in classrooms.

By the end of the school year, all sixth graders, seventh graders in one instructional team, and students receiving services for emotional support had been assessed with the LSI; plans were developed for training staff in room redesign; and five parents were trained to interpret LSI and homework profiles.

Cooperative Learning. Teachers in the content areas have been encouraged to use cooperative learning strategies in their classrooms since the 1990-91 school year, but these practices are not documented formally. Formal training began during the 1991-92 school year and included instruction for 3 HRTs in the Johnson and Johnson model of cooperative learning. This training was conducted by the Allegheny Intermediate Unit. In addition, the district provided training to six reading teachers and two math teachers

Multicultural Curriculum. The major activity in the curriculum infusion strand was the sixth-grade multicultural education course. All sixth graders

took this course, which was offered three times during the six-day schedule. The course covered the following questions:

What is multicultural education? (2 weeks)
What is my identity? (8 weeks)
What are patterns in culture? (4 weeks)
How do cultures communicate? (4 weeks)
Where am I going and how do I get there? (3 weeks)
What is happening in our lives to make us who we are? (7 weeks)
How can conflicts be resolved? (4 weeks)

Parent and Community Involvement. Prospect hosted special events that attracted substantial numbers of parents. Events included Open House (in the school and in community locations), Family Fun Night, Kwansaa Celebration, Holiday Festival of the Arts, the Ethnic Fair, the Recognition Banquet, and "Ask the Psychologist." Parents of eighth graders in one team visited the school and accompanied their children to class for half of one day. A home/school program, "Read 2gether," was implemented during the second semester.

The program arranged for Prospect students to participate in activities sponsored by community organizations. For example, 30 girls were admitted to a summer science program at La Roche College, and eight students were accepted by "Investing Now," a program that provides support services for prospective college students. The Pennsylvania State University Cooperative 4-H program provided assistance in developing a youth leadership program that featured parental involvement.

Other activities. Improving academic performance and closing the gap in the achievement of Black and White students are fundamental aims of the program. Ongoing activities include use of instructional action plans and cooperative learning. A teacher awareness training program, Teacher Expectations and Achievement (TESA), was introduced to increase teachers' use of effective teaching practices.

SECTION II. THE CHALLENGES

In this section we report on five challenges the multicultural education program faces: (1) achieving respect and understanding for all groups, (2) gaining community confidence in the school, (3) securing ownership of the multicultural ideal among staff, students, parents, the community, and the school system, (4) fostering student psychosocial development, and (5) enhancing students' career and educational aspirations. A sixth challenge — furthering academic achievement of all groups — that was addressed in our first report is not discussed here.

Each challenge is discussed in turn by addressing two questions:

- Where are we?
- What is to be achieved?

Chapter 3. Respect and Understanding for All

Where Are We?

The idea that groups with diverse origins and varied personal characteristics, needs, and values should be able to coexist — and that society will benefit from the participation of all these groups — is widely but by no means universally endorsed. The Prospect Demonstration Program is intended to produce greater endorsement of this multicultural ideal.

In our first report, we showed that the multicultural ideal is endorsed by most persons touched by the program at Prospect. Now we report on how sentiment about the pluralistic ideal is evolving over time.

Students

A direct way of gauging respect and understanding of different groups is to ask questions of students and teachers about their views and perceptions. In surveys conducted in the spring of 1991 and again in the spring of 1992 we asked if Black and White students want to work together in the school. Results are shown in Table 3.1. Both African-American and European-American students tend to agree that the groups want to work together. A sex difference seen in 1991 is no longer evident in the 1992 responses; both boys and girls are equally likely to agree that Blacks and Whites want to work together. The distressingly low agreement with this sentiment among the previous cohort of eighth graders is not seen for the

Table 3.1. Black and White students want to work together in this school: Percentage of students who agreed in 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	75	77	398	360
Black students	77	78	186	193
White students	72	79	180	146
Girls	81	77	205	200
Boys	68	77	192	158
6th graders	85	79	121	140
7th graders	74	79	136	100
8th graders	66	72	141	120

current cohort. Overall, however, there is little change in agreement with this statement between 1991 and 1992.

We also asked if White and Black students do help each other at school. The results for 1991 and 1992 are shown in Table 3.2. Although the improvement in this outcome overall is not statistically significant, the increased percentage of boys agreeing that Black and White students help each other would be significant if examined alone. And again the distressingly low agreement levels for the 1991 cohort of eighth graders is not seen for the 1992 cohort of eighth graders.

Table 3.2. White and Black students help each other at school: Percentage of students who agreed in 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	73	78	393	362
Black students	74	79	184	194
White students	73	79	178	147
Girls	84	82	202	201
Boys	61	73*	190	159
6th graders	83	79	120	140
7th graders	72	80	134	101
8th graders	64	75	139	121

Note. The 1992 versus 1991 difference for eighth graders is almost statistically significant.

* $p < .05$

One way to view mutual respect and understanding is to define it as the absence of "prejudice." Prejudices are evaluative, and the content of prejudice are "stereotypes." We assume prejudices are harmful when they perpetuate separation among groups, disable any group, are used to justify limitations on opportunities, or infect the thinking and actions of social groups.

We asked Prospect's students in 1991 about stereotypes of Black and White students. The results resembled the results that similar inquiries elsewhere have long produced. Black students were seen as "loud" and White students were seen as "stuck up." White students were far less likely

to stereotype Black students than White students as "intelligent." Black students were far more likely than White students to stereotype White students as "hypocritical." To a remarkable degree, similar stereotypes were shared by both Black and White students. These results of the 1991 survey of students were detailed in our earlier report (Figures 3.3 and 3.4 of that report).

To examine whether the demonstration school is making progress in reducing negative stereotypes, we composed an index by combining responses to twelve items. Comparisons of this index, which can be interpreted as the percentage of negative stereotypes about a group endorsed by respondents, are shown in Table 3.3.

Table 3.3. Average percentage of negative stereotypes about racial groups endorsed by students in 1991 and 1992.

Respondent group	Negative stereotypes about: White students	Black students
White students		
1991	30	44
1992	34	42
Black students		
1991	43	37
1992	48	36

Note. Significantly more negative stereotypes were held about White students in 1992 than in 1991. These averages have a margin of error (95% confidence interval) of about 3 or 4.

For example, the average White student endorsed 44% of the negative stereotypes of Black students in 1991, and the average Black student endorsed 43% of the negative stereotypes of White students that year. The percentages shown in Table 3.3 have a margin of error of about 3 or 4 points, so the only statistically significant change in stereotypes observed is a shift towards more negative stereotypes about White students.

The educational climate at Prospect was assessed in another way by using the Effective School Battery in surveys of students conducted in December 1990 and again in January 1992.[1] Respect and understanding should be fostered by an environment characterized by safety, respect for students, fairness of rules, clarity of rules, and student influence. Students described the school in terms of these five aspects of climate.

Prospect was usually in the average range (when compared to norms for similar schools) on safety, the extent to which students felt they were treated with dignity, the fairness of the school's rules, and student influence. The students reported that they knew the school rules and the consequences for violating them. There was little change in these student reports of school climate between 1990 and 1992.

[1]See "School Climate Over Time — Prospect Middle School ESB Profiles: 1988, 1990, 1992 (Preliminary Results, March 1992)" available from the authors. On the Effective School Battery see the Manual, Psychological Assessment Resources, 1984.

School Staff

Members of the staff at Prospect -- teachers, administrators, clerical personnel, and aides -- generally endorse ideals of cultural pluralism. In a September 1991 survey and again in June of 1992, we asked staff directly if they endorsed each of the goals of the multicultural program. Individuals overwhelmingly said that a goal of the program should be "to promote a climate of respect and understanding of all races and ethnic groups." Although endorsement rates were not as high as 100% for all specific aims of the program, the extent of concordance with the core goal is impressive.

Staff members overwhelmingly report that "Black and White staff want to work together in this school." As Table 3.4 shows, a larger percentage strongly agreed with this statement in 1992 than in 1991, but the difference between the years in this opinion was not significant. Only the difference between teachers and other school staff was statistically significant, with teachers more often than other staff expressing the opinion that Black and White staff want to work together.

Evidence implies a difference of opinion between Black staff and White staff in the degree of positive relations between Black and White people in the school. White staff more often than Black staff strongly agreed that

Table 3.4. Black and White staff want to work together in this school -- Percentage of staff who strongly agree, 1991 and 1992.

Group and year	Percent	N
Total		
1991	37	78
1992	48	65
White respondents		
1991	44	45
1992	58	36
Black respondents		
1991	31	26
1992	43	21
Female		
1991	38	52
1992	49	45
Male		
1991	39	23
1992	50	18
Teacher		
1991	50	50
1992	59	44
Other		
1991	14	28
1992	24	21
New		
1991	47	15
1992	61	18
Continuing		
1991	35	62
1992	46	41

Note. None of the differences associated with year, race, sex, or tenure is significant even when examined one at a time; but the differences in agreement between teachers and other school personnel is significant when examined by itself.

White people in the school want to see African Americans get a better break Table 3.5).

Table 3.5. Percentage strongly agreeing that most White people in this school want to see African Americans get a better break.

Group	Percent	N
Black staff		
1991	11	26
1992	5	19
White staff		
1991	33	42
1992	35	34

Note. Only the race difference is statistically significant in this table.

Despite the generally positive evidence about intergroup relations, some staff members believe that teachers would rather be in a school without pupils from a different race. Table 3.6 shows the percentage of staff agreeing that teachers would rather be in a school without pupils from a different race in both 1991 and 1992. African-American respondents and men more often agree than do European-American respondents or women. Evidently men and Black staff are less likely to perceive a pluralistic sentiment among their colleagues in the school. Evidence from our open-ended questionnaires of the staff supports this interpretation. One African-

Table 3.6. Percentage of staff agreeing or strongly agreeing that teachers would rather be in a school without pupils from a different race, 1991 and 1992.

Group and year	Percent	N
Total		
1991	12	76
1992	14	62
White respondents		
1991	11	45
1992	6	36
Black respondents		
1991	17	24
1992	26	19
Female		
1991	8	50
1992	12	43
Male		
1991	21	24
1992	18	17
Teacher		
1991	14	51
1992	5	43
Other		
1991	8	25
1992	37	19
New		
1991	7	14
1992	11	18
Continuing		
1991	13	61
1992	15	39

Note. Percentage agreeing differs significantly by both race and sex; Black respondents and men agree more often than White respondents or women.

American wrote in her 1992 questionnaire that some European-American teachers "hide their true feelings about making the program successful."

As an additional means of assessing intergroup relations in the school, staff members made ratings of the degree of teamwork versus conflict between Black and White teachers and between teachers and their students. Details presented in our earlier report showed that the majority of every subgroup of staff reported teamwork rather than conflict between Black and White teachers, although some disharmony was reflected in the responses of a minority of most groups. (See Figure 3.9 in the earlier report.) A similar portrait emerged from ratings of teamwork between Black teachers and White students; the majority of respondents of all subgroups reported that teamwork characterized the relations.

But this image contrasted with staff reports of relations between White teachers and Black students. Only a minority of Black staff (and male staff) said teamwork described relations; 37% of Black staff reported that conflict described relations between White teachers and Black students (compared with 7% of White respondents).

More conflict characterizes the school in the 1992 assessment than in the previous year's results. The percentage of staff reporting conflict between the principal and the teachers more than doubled from 17% to 38%, as shown in Table 3.7.

Table 3.7. Percentage of staff reporting conflict between selected groups in 1991 and 1992.

Percent reporting conflict		
1992	1991	Between:
38	17	Principal and teachers
35	24	Deans and teachers
25	4	ITLs and the principal
24	24	Local businesses and the school
23	10	Parents and teachers
22	12	Teachers and students
19	20	White teachers and Black students
15	9	Faculty as a whole
14	13	Multicultural program and general school program
14	8	Union and building management
13	4	Principal and the multicultural project
13	9	HRTs and the principal
12	9	ITLs and other faculty
11	8	Black teachers and White teachers
7	9	HRTs and ITLs
3	1	Male and female staff

Note. Numbers of school staff reporting in 1991 ranged from 69 to 77 and in 1992 from 59 to 65.

To explore whether this increase in perceived conflict was due primarily to one category of staff, we separately examined the ratings of Black staff, White staff, men, women, teachers, other staff, new staff, and continuing staff. Each of these subgroups reported more conflict in 1992 than in 1991.

In response to the open-ended questions at the end of the spring 1992 staff survey, some respondents wrote about the level of conflict in the school and its effect on the program. One — an African-American — wrote that the program may fail because the "administration is basically conflicted [about] the program. Power, inconsistency are damaging factors." Another — a European-American — wrote that "the need to control rather than facilitate is too great to allow anything significant to be accomplished."

Table 3.7 also shows that the tendency to perceive more conflict in 1992 than in 1991 was general, with most categories characterized by somewhat more conflict in the more recent assessment.

Parents

Although we lack information about parents' views that directly parallels the information we have from students and faculty, the available information implies some parents are less supportive of cultural pluralism at Prospect than are the students and staff who spend substantial portions of their time in the school.

We conducted brief surveys of parents by mailing questionnaires to parents of students enrolled in Prospect and to parents of fifth graders in feeder schools in August of 1991 and of 1992. In our earlier report we showed that White parents were less likely than Black parents to report that White and Black students get along at Prospect Middle School — 45% of White parents disagreed that students got along in 1991. White parents' perceptions of racial harmony appear even less positive in the more recent assessment (see Table 3.8).

Table 3.8. White and Black students get along in Prospect Middle School: Percentage of parents who agree or strongly agree.

Group and year	Percent	(N)
All parents		
1991	64	(108)
1992	52	(92)
African-American parents		
1991	86	(35)
1992	86	(37)
European-American parents		
1991	55	(69)
1992	33	(49)

Although Black parents expressed predominantly positive attitudes about the school's program, its safety, and attempts to increase knowledge and awareness of all cultural groups in our 1991 survey, attitudes of many White parents were less positive and attitudes are generally less positive in the more recent survey.

Between 1991 and 1992 the percentage of African-American parents responding that the school is safe and orderly fell from 92% to 59%, and the corresponding percentages for White parents responding fell from 55% to 40% (see Table 3.9). The more recent data reinforce the impression from the previous survey that parents are concerned about school disorder.

Table 3.9. The school is safe and orderly: Percentage of parents who agree or strongly agree.

Group and year	Percent	(N)
All parents		
1991	67	(108)
1992	45	(93)
African-American parents		
1991	92	(35)
1992	59	(37)
European-American parents		
1991	55	(69)
1992	40	(50)

We gave parents the opportunity in open-ended questions to tell us about their views of the school. Overall, parents offered as many positive comments as negative comments — and this is true of both Black and White parents. Many of the responses from both the Black and White parents are bluntly negative — even desperate — in tone. The following are verbatim transcriptions of some responses:

"Violent atmosphere, not enough security and supervision in the school, and the bus rides to and from school are an adventure in terror." (Black mother)

"The atmosphere is tense. My youngest child will not go to Prospect. If I had the money I would send them all to a private school... Also the classes are disruptive — excuse me — some of the students are disruptive... Both of my older children felt they learned nothing at Prospect... I have talked to other Prospect students and graduates (recent ones) — that feel exactly the same way." (White mother)

The foregoing illustrate frequent parent concerns about safety and disorder.

A second category of negative comments expresses rejection of multicultural curriculum content. These comments were made only by White parents, and we illustrate some of them in Chapter 5.

A third category includes frank racial antagonism, mostly from White parents.

"My daughter is afraid of the black kids." (White mother)

Praise for the school from White parents usually was for the concern specific teachers had for students, not for the multicultural program. Most often, White parents who expressed dislike for the multicultural program thought it lacked balance. Perceptions that multicultural education at Prospect really is Black monocultural education were strongly expressed by many White parents. Black parents open-ended comments were mostly positive (40 wrote positive comments, 34 wrote negative comments). Of these most praised the staff as caring, helpful, sincere and communicative.

"The staff at Prospect really helped my daughter with her attitude and behavior. Also they took the time to talk to her and graduated her with all kinds of honors and awards." (Black mother)

African-American parents' negative comments mostly pertained to school unruliness — fights, lack of discipline, lack of control. A few complained of distance or the busing. One complained of biased curriculum or favoritism for one race over another.

What Is To Be Achieved?

Clearly, much remains to be done to meet the challenge of achieving a climate that reflects respect and understanding for all groups. Whereas most

students and most teachers want to work together, obstacles to doing so remain.

- Stereotypes potentially working to the disadvantage of both Black and White students are widely shared by both Black and White students. There is no evidence of a decrease in negative stereotypes.

- Conflict between the teachers and the principal has increased.

- Nearly all White staff report commitment to multicultural ideals, but there is evidence that this commitment is doubted by at least some staff members.

- Parental perceptions of the school's program — especially school safety — seem to be eroding among African-American and European- American parents. Even in the earlier survey of parents White parents' perceptions of the school were mixed, with a substantial minority of White parents expressing negative reactions to multicultural integrated education.

Chapter 4. Community Confidence in Prospect

Where Are We?

Prospect Center opened in September 1989 following a school year marked by mistrust and overt hostility among Black and White students. This tension within the school was mirrored in the community. Many parents adopted a wait-and-see attitude, but others feared that busing had compromised their children's safety and academic standing, and undermined the role of the school as a neighborhood institution.

Despite the recent history of trouble, most parents expressed support for the school and its outreach to the community in a fall 1991 survey. Since that survey, the school experienced a locally publicized fight involving students from different neighborhoods. Responses from the survey conducted in fall 1992 reflect parental awareness and concern about this incident as well as decline in other indicators of support. The following paragraphs summarize the evidence.

Parents

Although most parents still believe the school tries to involve them, this impression may be changing. This is reflected in responses to the structured survey item, "the school reaches out to involve parents" (Table 4.1). The views of Black parents are similar for 1991 and 1992; but agreement among Whites declined from 83% in 1991 to 67% in 1992.

Table 4.1. The school reaches out to involve parents: Percentage of parents who agree or strongly agree.

Group and year	Percent	(N)
All parents		
1991	85	(109)
1992	78	(93)
African-American parents		
1991	94	(35)
1992	95	(38)
European-American parents		
1991	83	(69)
1992	67	(49)

The general perception that the school reaches out to parents is supported by reports of specific contacts initiated by the school. In 1991 eighty percent said that someone from the school contacted them by phone; the corresponding percentage in 1992 was 77%, but the percentage (66%) who said in 1991 that they had received written materials was down to 56% in 1992. In both years, a minority of parents was visited at home by someone from the school. The percentages were 23% and 22% of the Black parents in 1991 and 1992 respectively, and 4% and 6% of the White parents for the two survey years.

Parents reported higher levels of participation in events that were planned especially for them, although visits to the school for open house or another parent activity fell from 94% in 1991 to 84% in 1992 among

European-American parents, and from 82% to 67% among African-American parents. Roughly equal percentages of parents in both years (64% in 1991 and 61% in 1992) reported that they attended a play, musical, or other special event; and about half in both years visited the school because their child had a problem. A sm[illegible]age of parents in 1992 (56%) than 1991 (65%) reported calling the child's advisory homeroom teacher, but there was little change in the percentage who called another teacher or member of the staff (68% in 1991; 66% in 1992). In both years, about 25% of parents reported that they met with a member of the school staff at a community center, and roughly half said they attended a report-card meeting.

We asked parents two questions to obtain a summary of their degree of confidence in the school. First, we asked parents if the school staff wants each child to succeed. Black parents more often strongly agreed in 1991, but were less likely to agree in 1992 (Table 4.3). A minority of White parents strongly endorsed this view in 1991, and slightly fewer expressed strong agreement in 1992. When we asked if they agreed that "Prospect Middle School has a sound academic program," the vast majority in both years agreed; but African-American and European-American parents were less likely to agree in 1992 than in 1991. (See Table 4.2.)

Table 4.2. Prospect Middle School has a sound academic program: Percentage of parents who agree or strongly agree.

Group and year	Percent	(N)
All parents		
1991	85	(108)
1992	74	(93)
African-American parents		
1991	89	(36)
1992	79	(38)
European-American parents		
1991	85	(68)
1992	73	(49)

Table 4.3. The school staff wants each child to succeed: Percentage of parents who strongly agree.

Group and year	Percent	(N)
All parents		
1991	35	(109)
1992	27	(92)
African-American parents		
1991	57	(35)
1992	38	(37)
European-American parents		
1991	25	(69)
1992	18	(49)

Some of the open-ended comments about what parents like the most about Prospect reflect the generally positive views of the teachers and other staff:

"Most of the teachers are very helpful with the children." (White parent)

"They have the child's interest at heart as well as the parent's. They are a learning school and they provide adequate transportation to get to functions." (Black parent)

"From the Dean all the way down to the school's secretary, everyone was involved and knew each student personally." (White parent)

"The counselors are very attentive to the students." (Black parent)

"The principal and teachers are approachable. They'll work with a child for special needs. They return calls promptly." (White parent)

"The school staff will work with you and they make your children feel special." (Black parent)

In their open-ended responses to the 1991 survey, White parents commented that Prospect was conveniently located for their own children. In 1992, proximity was still an advantage; this feature was one of the most frequently cited comments in response to a question that asked parents to name the one thing they liked most about Prospect.

Many of the Black parents in 1992 had opposing views about Prospect's geographic convenience. This was in marked contrast to open-ended responses in 1991, when the issue received scant mention.

Staff

The school's staff generally endorses reaching out to the community, but with less enthusiasm than is shown for other school activities. We asked staff to rate the usefulness of seven types of activities: regular home visits, special programs for parents, parent or community member volunteers in the classroom, open-house welcome to school, reading or math classes for parents, Parent-Teacher Organization, and parenting skills training.

In the surveys conducted in 1991 and 1992, most of the staff rated each of the activities as useful or very useful. Activities most frequently rated very useful were parenting skills training (50% and 52% in 1991 and 1992 respectively), Parent-Teacher Organization (42% and 44%), open-house welcome to school (49% in both years), and volunteers in the classroom (40% in 1991 and 42% in 1992). In contrast, 39% or fewer in both years viewed math or reading courses for parents, home visits, and special parent programs as very useful.

A small minority (10%) of staff members characterized relations between themselves and parents as conflictual in the 1991 survey. The percentage doubled in 1992. About 24% of the teachers viewed relations between the school and local businesses as conflictual in 1991 and 1992.

What Is To Be Achieved?

Most Prospect parents remain confident that the school's academic program is sound and that the staff seek parent involvement. But this portrait of general confidence is belied by the substantial minority of White parents whose views about the school are clearly negative, by the overall decline in parental impressions that the school is a safe and orderly place, and by declining home-school communication and participation in special events for parents.

Unless allayed, the apparent increases in strongly felt dissatisfaction by a minority of parents will thwart the program's efforts to boost the community's confidence. Nevertheless, the program still has opportunities to build on the generally favorable parental views of the academic program and of Prospect's staff as caring and open.

Chapter 5. Program Ownership

Where Are We?

The evidence continues to show that most staff, students, and parents endorse most of the multicultural program's goals. But aims are not endorsed to equal degrees, and some differences in enthusiasm for the program are apparent for different groups of people. In addition, endorsing the program's goals is not the same as endorsing all the program's elements. Some elements are endorsed by only a minority of individuals. Finally, we can now describe how the level of program "ownership" is shifting as the program ages.

Students

There are signs that students increasingly accept the idea of multicultural education. The percentage of students who report that they "enjoy studying about the accomplishments of persons of different ethnic groups" is increasing, as shown in Table 5.1. Whereas only a minority of White boys endorsed this statement in 1991, over three fifths of them now do.

Table 5.1. I enjoy studying about the accomplishments of persons of different ethnic groups: Student responses, 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	60	69	392	333
Black girls	67	67	90	96
White girls	67	81	96	73
Black boys	59	68	93	79
White boys	42	63	81	67

Note. Significantly more girls than boys agreed, significantly more students agreed in 1992 than in 1991, and there is a significant but difficult to interpret pattern in which white girls agree especially often (i.e., a race by sex interaction).

Staff

We noted earlier that members of the staff overwhelmingly indicated in a survey that promoting a climate of respect for and understanding of all races and ethnic groups should be a goal of the multicultural education program. Not all aims of the program are endorsed by staff at this high level, however. In our first report we showed that only three in four staff members said that increasing community-member participation should be an aim of the program, and 85% endorsed increasing parent participation as a goal. Table 5.2 shows that these aims are endorsed by higher percentages of the staff in our more recent assessment. Small shifts up or down in the

percentages of staff endorsing various program goals notwithstanding, Table 5.2 shows that staff usually support the programs' goals and objectives.

Table 5.2. Percentage of responding staff indicating that each of the following should be a goal or objective of the multicultural program.

1991	1992	
100	98	Promote a climate of respect and understanding of all races and ethnic groups
98	97	Reduce insensitivity and bias by staff members towards cultural differences
98	97	Introduce multiracial, multiethnic, and multicultural curriculum content into Prospect's instructional materials
95	97	Increase the connectedness of all students to the school (reduce alienation for all groups)
99	96	Reduce racial incidents among students
88	92	Increase the participation of parents in making decisions about the school -- its policies and practices
99	91	Equalize the academic achievement of Black and White students
94	91	Increase student involvement in the school's activities
89	91	Increase the percentage of all students whose CAT scores are at or above the national average
88	91	Increase the scores of students whose CAT scores are below the national average
75	84	Increase the participation of other community members in making decisions about the school -- its policies and practices
88	73	Reduce suspensions for Black male students

One teacher wrote that the program is "increasing the Black [students'] awareness that their ancestry is not just slavery but much more." Another said that "students are being recognized for who they are and given a forum. [The program] must be extended to other schools as soon as possible."

Program "ownership" applies not only to the aims of the program but also to the specific activities undertaken in the name of the program. We inventoried the opinions of school staff regarding the specific activities associated with the overall multicultural program. These include not only the major program components, but also other program activities or proposals connected with one or more of these components.

Percentages of staff rating specific program components "very useful" in 1991 and in 1992 are shown in Table 5.3. In both years, activities such as the use of speakers representing diverse groups, open house for parents, and multicultural curriculum infusion received high ratings. Other activities — the Board of Visitors' advice and the elimination of a "scholars' program" — were regarded as very useful only by a minority of respondents. The more recent ratings seem to reflect more pessimism than the earlier ratings, with a tendency for activities now to be rated very useful by smaller percentages of teachers.

In our earlier report we showed that four program features were regarded as either useless or harmful by more than 10% of the staff members. Opinions have shifted somewhat.

Table 5.3. Activities rated very useful by one or more respondents.

Activities	Percentage rated very useful 1991	1992
Speakers or volunteers representing different ethnic/cultural groups in class	56	52
Parenting skills training	50	52
Open-house welcome to school for students and parents	49	49
Multicultural curriculum infusion	49	49
Parent-Teacher Organization	42	44
Peer tutors	48	43
Culture Club	38	43
Multicultural co-curricular activities (e.g., Kwanzaa program)	36	43
Conflict management	55	42
Parent or community member volunteers in the classroom	40	42
Multicultural course	42	42
Instructional Team Leaders	46	39
Reading or math classes for parents	38	35
Mediation Center	.a	35
Use of neighborhood community centers	40	34
Instructional teams	40	34
Cooperative learning	41	33
Use of social services in school	36	32
Flexible scheduling within team	36	28
Public relations activities	32	26
Learning and teaching styles	46	26
Advisory homeroom	49	25
Regular home visits	33	20
Time-out room	26	20
Teacher progression	30	20
Methods of instruction in heterogeneous (non-tracked) groups of students	24	17
Within-class ability grouping	25	15
Pittsburgh School-Based Management model	18	15
Program Development Evaluation/Johns Hopkins University	21	15
Elimination of tracking	10	14
Human Relations Teachers	26	14
School's racial achievement gap plan	37	14
Special programs for involving parents	36	14
Instructional action plans, student achievement profile, focused list	30	14
Board of Visitors' advice	8	6
Elimination of Scholars' Program	5	5

[a] This item was not included in the 1991 Teacher Questionnaire.

The percentages of respondents who rated each of a list of program components as useful or harmful in 1991 and 1992 are shown in Table 5.4. Elimination of the scholars' program was an action judged useless or harmful by 49% of respondents in 1991 and by 66% of respondents in the 1992 assessment. In contrast, fewer respondents regarded the elimination of tracking as harmful or useless by the time of the 1992 assessment. In general, there is a tendency to judge most activities more harshly in the more recent assessment.

Many teachers continue to regard the elimination of tracking as harmful. When combined with other evidence that most teachers have explored or regularly use within-class ability grouping, this suggests that the success the school has had in limiting between-class ability grouping has produced other problems for instruction.

Some evidence implies an erosion of staff ownership of the program. In our 1991 survey three quarters of responding teachers said that — if they could develop their own multicultural program — it would be exactly like (16%) or similar to (60%) the current program. But in the 1992 survey only three fifths said it would be exactly like (5%) or similar to (56%) the current program. Now 40% of responding teachers say their own program would either be quite different or have no resemblance to the current program.

Similar evidence suggests an erosion in staff confidence that the multicultural program will achieve its goals. In our 1991 survey 68% of respondents said that they thought the program would "definitely" or

Table 5.4. Activities that one or more respondents said were either useless or harmful.

Activity	Percentage rating useless or harmful	
	1991	1992
Elimination of Scholars' Program	49	66
Elimination of tracking	42	30
Board of Visitors' advice	16	25
Time-out room	12	22
Human Relations Teachers	10	20
Advisory homeroom	2	20
Program Development Evaluation/Johns Hopkins	5	14
Within-class ability grouping	8	14
Schools Racial Achievement Gap Plan	0	11
Culture Club	4	6
Instructional action plan, student achievement profile	1	6
Use of social services in school	1	6
Parent or community member volunteers in classroom	1	5
Instructional Team Leaders	5	5
Methods for heterogeneous instruction	0	5
Open house for students and parents	0	5
Public relations and media activities	2	5
Conflict management	1	4
Learning and teaching styles	1	4
Mediation center	0	4
Special programs for involving parents	0	4
Multicultural co-curricular activities	1	3
Instructional teams	2	3
Multicultural curriculum infusion	0	3
Pittsburgh School-Based Management	1	3
Cooperative Learning	4	3
Parenting skills training	0	3
Parent-Teacher Organization	2	2
Teacher Progression	1	2
Regular home visits	2	2
Multicultural course	0	2
Use of neighborhood community centers	0	2
Reading or math classes for parents	2	2
Peer tutors	1	2
Speakers of different ethnic/cultural groups	0	2
Flexible scheduling within team	2	0

probably" succeed in achieving its goals and objectives within a three-to five-year period. In the 1992 survey this percentage had fallen to 49%.

Parents

As noted in Chapter 4, parents generally endorse the school program, with 76% responding that the school has a sound academic program in our most recent assessment. But both in 1991 and in 1992 African-American parents were more likely to strongly agree that the program is sound than were European-American parents. Similarly, in the 1992 survey Black parents were about four times as likely as White parents to strongly agree that steps are being taken at Prospect to increase students' knowledge and awareness about all the cultures that make up America. A large minority of White parents (39%) apparently believe that attention is being given to Black-American culture at the expense of "White" culture.

"The school tries to make parents think it is for all the students, but in fact it is mostly concerned for their black students." (White mother)

"Whatever happened to learning US History? Multicultural is fine, but don't forget about where we live and breathe every day of our lives." (White mother)

These negative sentiments were not unanimous:

"It's a good idea — the concept of multicultural and multi-racial." (White father)

Parental attitudes towards the school appear to be eroding, with smaller percentages in 1992 than in 1991 agreeing with each of the following statements: (a) the school has a sound academic program, (b) White and Black students get along, (c) the school is safe and orderly, (d) the school staff wants each child to succeed, and (e) the school reaches out to involve parents. Although our sample of parents provides an imperfect mechanism for making inferences, the convergence in evidence suggesting an erosion of confidence in the school is impressive.

Participation in Program Development

A key aspect of the multicultural program was the deliberate effort to take a bottom-up approach to program development. In this, the program has been uncommonly successful. We asked staff how much responsibility for program development each of twenty different individuals or groups had. Everyone, from superintendent to maintenance worker, was credited with responsibility.

Not surprisingly, the Multicultural Program Director was the person judged to have exercised most responsibility (very much responsibility by 85% of respondents in 1991 and 71% in 1992), the Principal followed (79% very much in 1991, 66% in 1992). The Human Relations Teachers, the School-Based Coordinator, the Deans, Instructional Team Leaders, the Superintendent, and District Curriculum Directors or Supervisors were all also regarded as having very much responsibility.

Students, parents, community members, and community organizations apparently had less responsibility or less visible responsibility for program development. Staff credited these groups with very much responsibility as follows: parents (32% in 1991, 27% in 1992), other community members (23% 1991, 13% 1992), Allegheny Conference on Community Development (14% 1991, 12% 1992).

One feature of staff ratings of responsibility is that every party listed was credited with less responsibility in the 1992 survey than in the earlier assessment. It is possible that this shift reflects some decrease in perceived program ownership by many parties.

What Is To Be Achieved?

The evidence suggests that high levels of program ownership were initially achieved among the school's staff, and also among many parents and students. Some evidence suggests that student acceptance of the program may be increasing. Nevertheless, there have been specific areas in which obstacles to program ownership persist. Some evidence implies that program ownership may now be eroding.

- Although most students enjoy learning about different cultures, boys remain less enthusiastic than girls.

- Most staff members endorse the aims of the program and regard most of what is being done or proposed as helpful. But the elimination of tracking is viewed as unhelpful or harmful by a substantial portion of staff members

for a second year. Elimination of tracking and of the scholars' program could erode support for the program unless accompanied by arrangements that make heterogeneous grouping for instruction more acceptable to staff.

- The majority of Black parents endorse the program, but endorsement rates are not as high among White parents. Some White parents strongly believe that there is not enough balance in the multicultural program.

- White parents' perceptions of the multicultural program often seem negative.

- Despite remarkable success in involving school staff and students in program development, the level of responsibility that parents and the community have had in program development appears low in view of the program's intended emphasis on parent and community involvement.

- Staff are less certain that the program will be successful in achieving its goals and objectives than they were a year earlier.

In our first report on the multicultural program at Prospect we wrote that uncertain support for the program from parents and community — European-American parents in particular — may prove an Achilles' heel for the program. The evidence summarized in Chapters 3 - 5 implies that parental support has eroded further. If the community fears and concerns are not addressed, the program may become too unpopular to continue in its present form.

Chapter 6. Psychosocial Development

Where Are We?

Middle school students face developmental tasks involving racial identity, peer associations, achievement orientation, and acceptance of school rules and norms. For students in schools with ethnically and racially diverse populations, coping with these tasks may be especially challenging.

Using student responses to the Effective School Battery (ESB; administered in December 1990 and January 1992) and a student survey devised for this evaluation (administered in the Spring of 1991 and of 1992), we find a profile of coping that contains both encouraging and disturbing elements — and some commonly observed age and sex differences.

Student Characteristics

Prospect aims to foster students' feelings of connectedness to the school, positive self-concepts, respect for conventional social rules, and behavior conducive to learning.

Student responses to the ESB provide information on these aspects of psychosocial development. One cluster of questions asks students about the extent to which they feel integrated in the social fabric of the school (e.g., I feel like I belong in this school).

In Table 6.1, we show the combined results for December 1990 and January 1992 (scores did not differ significantly by year). The average student in all groups feels a sense of connectedness rather than alienation.

But the average White student feels more connected than the average Black student; and students feel less connected in the higher than lower grade levels.

Table 6.1. Social Integration scores for subgroups of students in Prospect Middle School.

Group	Mean	SD	N
All students	.64	.26	754
6th graders	.69	.24	237
7th graders	.64	.27	232
8th graders	.61	.26	276
African-American students	.62	.25	351
European-American students	.68	.27	343

Note. High scorers say, for example, "I feel like I belong in this school." Low scores indicate alienation. Grade levels and race/ethnic groups differ significantly. This table combines data from the December 1990 and January 1992 assessments; scores did not differ significantly by year. The mean scores for subgroups have a margin of error (95% confidence interval) of about plus or minus .03.

Likewise, there was little change across years in student self reports of involvement in various kinds of misconduct: The average student in all groups reports good behavior. But the average boy reports more misconduct than the average girl; 6th graders report less misconduct than the 7th graders and the 7th graders less than the 8th graders; and Black boys report more misconduct on average than other groups. (See Table 6.2.) The age and sex differences resemble differences observed in other schools.

Table 6.2. Self-reported Rebellious Behavior for subgroups of students in Prospect Middle School.

Group	Mean	SD	N
All students	1.01	.78	795
6th graders	.84	.77	254
7th graders	.96	.72	245
8th graders	1.14	.77	287
African-American students	1.05	.77	371
European-American students	.86	.74	353
Boys	.88	.76	418
Girls	1.14	.77	377
African-American girls	.94	.69	204
African-American boys	1.30	.82	167
European-American girls	.74	.77	177
European-American boys	.98	.68	176

Note. High scorers say, for example, that they try to hurt other people, make disruptive noises, or fight or argue with others. Low scores indicate good behavior in school. Grade levels, sexes, and race/ethnic groups differ significantly. This table combines data from the December 1990 and January 1992 assessments; scores did not differ significantly by year. The mean scores for subgroups have a margin of error (95% confidence interval) of about plus or minus .1.

No significant changes were evident in self-concept scores associated with year and race/ethnicity. The self-concept of the average student at Prospect is in the moderate range of scores for students in similar schools. White and Black students rated their self-concept similarly.

Racial/Ethnic Identity

An important aspect of identity is a positive sense of one's own racial and ethnic group. As one way to learn how students feel about their racial/ethnic identity, we asked them to indicate the extent to which they agreed with the statement: I have a great deal of respect for other students of my own racial/ethnic group. Students of all groups overwhelmingly agreed with the statement in 1991 and 1992 (See Table 6.3.); the small differences seen in this table are not significant.

Table 6.3. I have a great deal of respect for other students of my own ethnic/racial group: Percentage of students who agreed in 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	81	82	397	363
Black students	78	85	187	193
White students	85	81	174	150
Girls	79	83	216	201
Boys	83	81	194	160
6th graders	86	79	121	139
7th graders	78	84	136	100
8th graders	79	84	144	124
Black girls	74	84	94	109
White girls	86	84	99	81
Black boys	82	87	92	82
White boys	84	78	77	69

Note. The small differences seen in this table are not statistically significant.

Although the students were somewhat less positive in 1991 about the behavior of other students in their racial/ethnic group, there were shifts among subgroups.

Students of both race/ethnic groups were less likely in 1992 than 1991 to report that members of their own group hassled each other (see Table 6.4), although Black students (61%) remained more likely than White students (42%) to report this.

Table 6.4. Students of my own racial/ethnic group often hassle each other: Percentage of students who agreed in 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	60	53	395	363
Black students	70	61	183	194
White students	52	42	173	147
Girls	63	52	202	197
Boys	57	55	192	164
6th graders	61	48	121	138
7th graders	63	55	131	98
8th graders	57	58	143	127
Black girls	66	64	92	108
White girls	60	37	98	78
Black boys	74	58	90	84
White boys	43	48	77	69

Note. Percentage agreeing was significantly lower in 1992 than in 1991. Interactions of race with both sex and year are significant but difficult to interpret.

The gender gap decreased significantly in 1992 — from a 16 point difference in 1991 to only 3 points in 1992 — but groups differed in their views. White girls (37%) were less likely in 1992 than Black girls (64%) to say that members of their own group hassled each other.

The gap between Black and White boys decreased in 1992: three-quarters of Black boys reported in 1991 that other students of their own race hassled them; 58% reported this in 1992. Among White boys, 43% reported this in 1991, and 48% in 1992. Sixth graders in 1992 were significantly less likely than students in other grades to say that students in their own ethnic/racial group hassled each other; differences between grades in 1991 were small and not statistically significant.

The gap narrowed between Black and White students' reports of agreement with the statement. "Many students of my ethnic/racial group are often worried that they will be hurt or bothered by other members of my group." In 1991, 51% of the Black students, but only 31% of the White students, were worried that they will be hurt or bothered by other members of their group. In 1992, only 43% of the Black, but 41% of the White students agreed (Table 6.5). The decrease in race differences is almost significant statistically.

Table 6.5. Students of my own racial/ethnic group are often worried that they will be hurt or bothered by other members of my group: Percentage of students who agreed in 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	42	42	391	350
Black students	51	43	185	190
White students	31	41	171	140
Girls	41	39	199	189
Boys	43	46	194	159
6th graders	43	46	118	129
7th graders	48	35	134	99
8th graders	36	43	142	122
Black girls	54	43	92	105
White girls	28	32	96	75
Black boys	49	43	92	83
White boys	35	51	77	65

Note. The race/ethnic group difference is highly significant. The decrease in race differences from 1991 to 1992 is nearly significant, and the race difference for girls is almost significantly larger than the race difference for boys.

More Black students than White students agreed that "Many students of my ethnic/racial group can be expected to embarrass others."

Black students — both boys and girls — agreed more often than did White students in both years, but the percentage of White students who endorsed this view increased (Table 6.6). Changes over time were not significant.

Table 6.6. Many students of my ethnic/racial group can be expected to embarrass other: Percentage of students who agreed in 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	51	55	392	358
Black students	58	57	184	190
White students	42	51	171	147
Girls	52	51	200	193
Boys	50	59	191	163
6th graders	52	54	117	134
7th graders	54	50	133	100
8th graders	47	59	142	124
Black girls	56	54	92	105
White girls	43	46	97	78
Black boys	59	60	91	83
White boys	41	56	75	69

Note. Although an overall test for differences in this table is not significant, the race difference is nominally significant when examined by itself.

Finally, in 1991 slightly less than half (48%) of the students agreed that members of their own racial or ethnic group treat each other with respect; in 1992, the percentage was 56%. The difference associated with year is significant (Table 6.7), as is the difference associated with race: White students were more likely than Black students to agree that members of their own group treated them with respect.

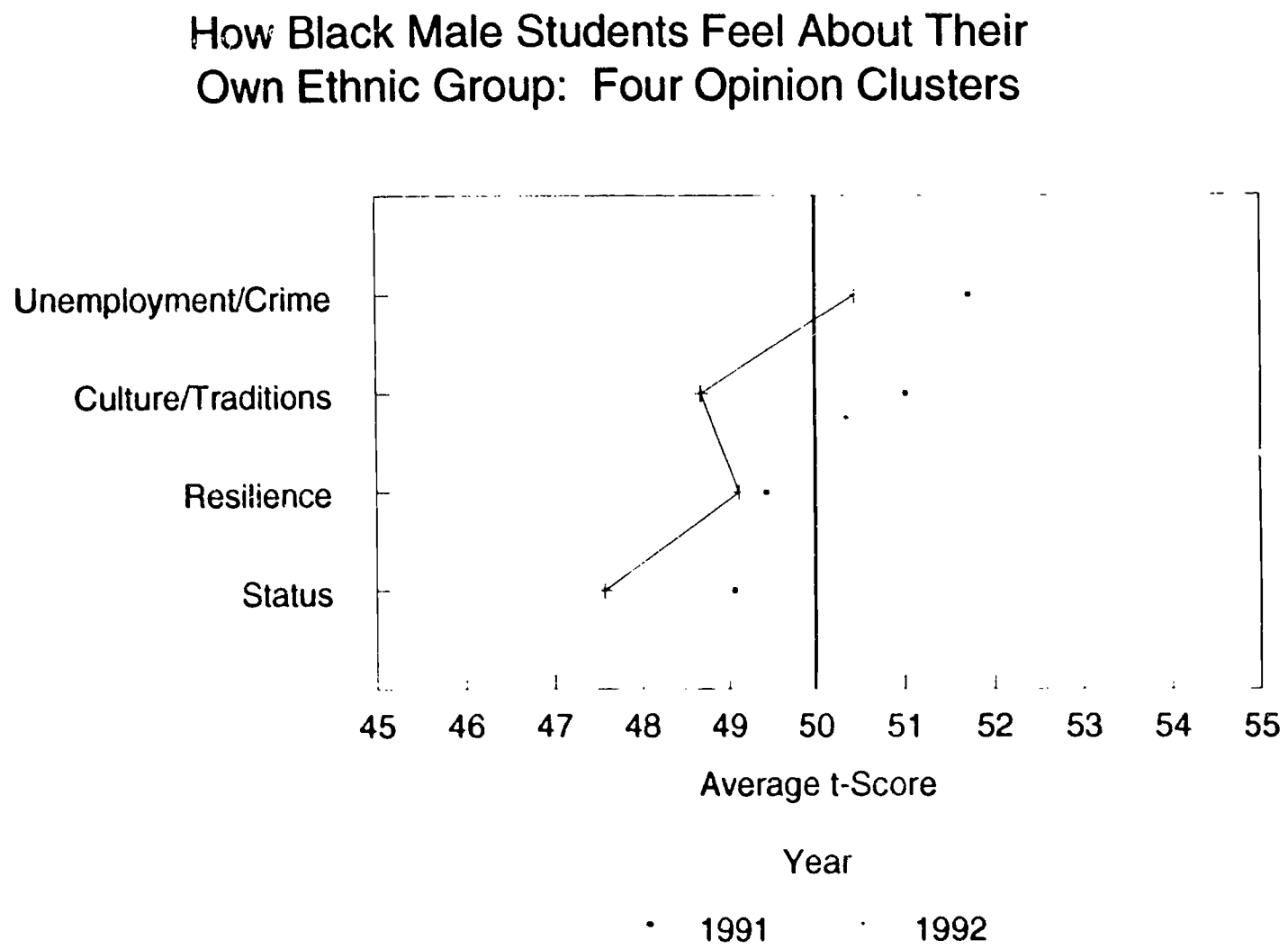
Table 6.7. Members of my racial or ethnic group in this school treat each other with respect: Percentage of students who agreed in 1991 and 1992.

	Percentage who agreed:		N:	
Group	1991	1992	1991	1992
All students	48	56	398	353
Black students	46	52	187	192
White students	52	63	180	140
Girls	46	56	201	196
Boys	50	56	196	155
6th graders	50	58	120	132
7th graders	49	52	137	99
8th graders	46	57	141	122
Black girls	39	49	92	108
White girls	54	69	97	77
Black boys	52	56	94	82
White boys	49	56	83	64

Note. The differences associated with year and with race are significant.

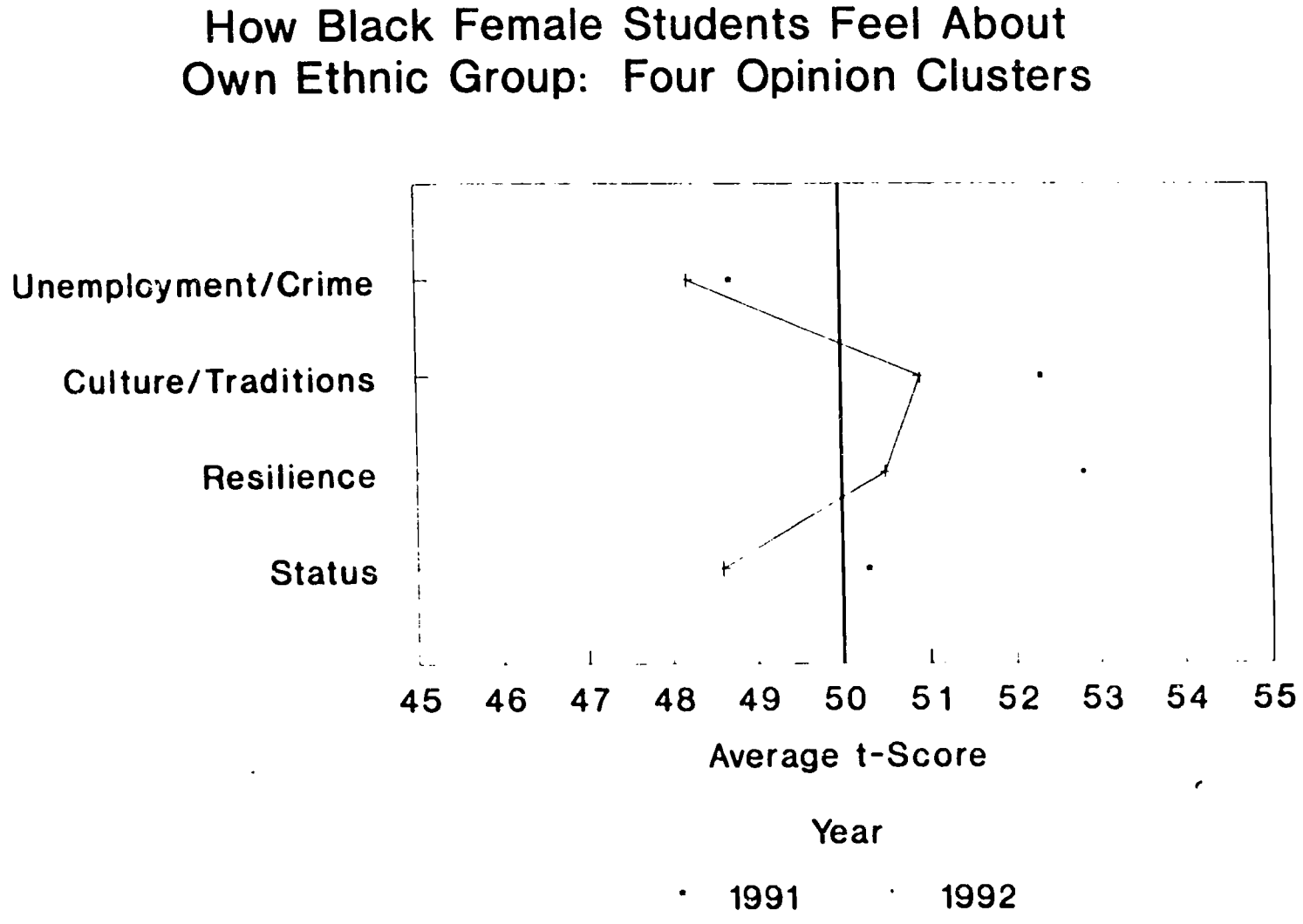
Pride in the accomplishments and traditions of their own racial and ethnic groups is often assumed to provide students with a sense of history and a basis for defining future possibilities. (See Chapter 1.) In 1991, all groups of students at Prospect tended to report pride in response to questions about cultural traditions. Although students expressed a high degree of pride in the 1992 survey, a downward shift in reported pride occurred for most item clusters and among all groups. (see Figures 6.1 to 6.4.)

In both years, there were a few differences among groups. Black girls reported somewhat more pride than did other groups in the resilience of their racial/ethnic group (overcoming the odds, persevering in the face of adversity). Boys were less ashamed than girls of drunkenness, unemployment, and crime among members of their ethnic/racial groups.



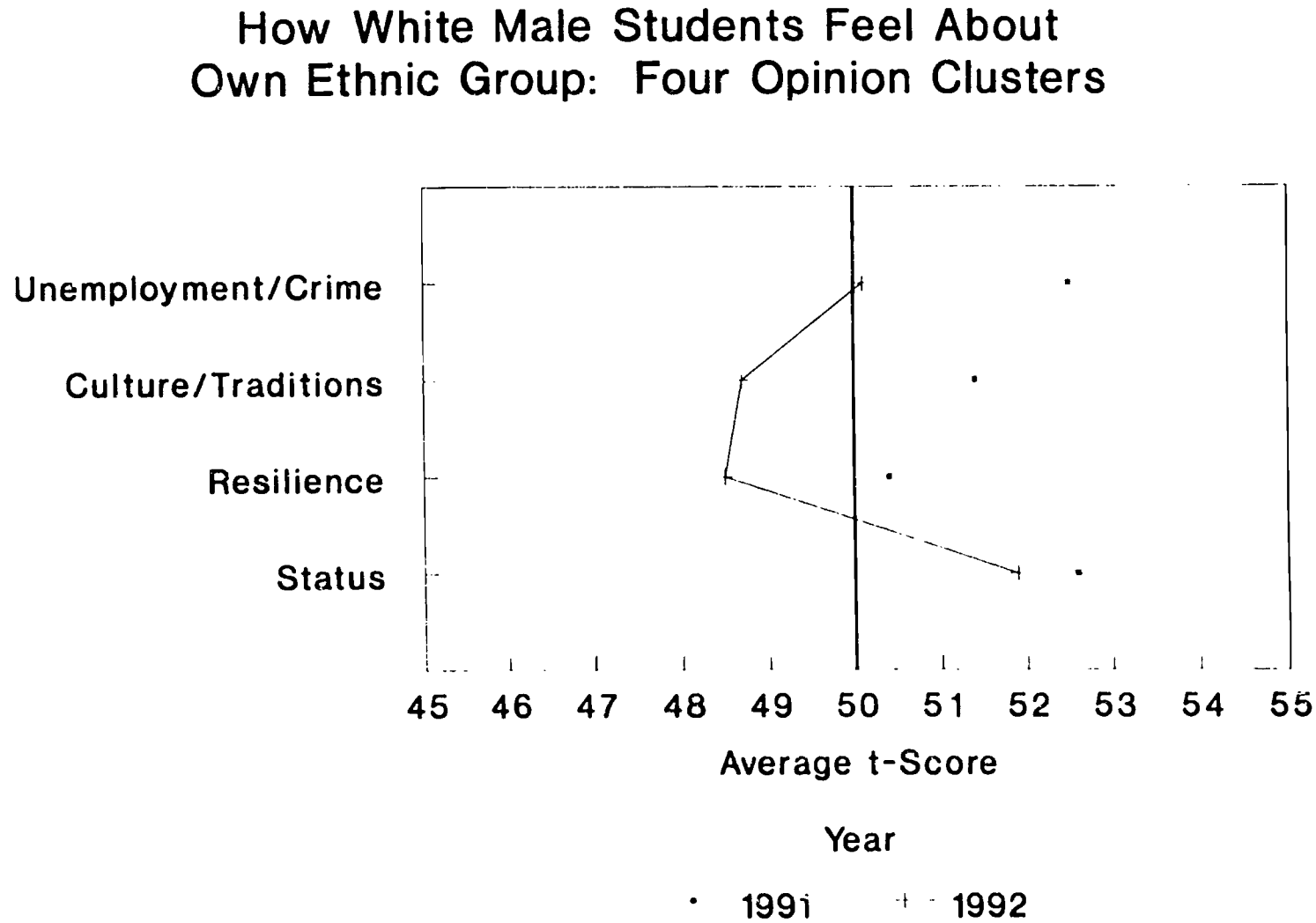
Note. High scores indicate pride.
Ns range from 90 to 94 for 1991 and from 83 to 87 for 1992.

Figure 6.1. How Black male students feel about their own ethnic group: Four opinion clusters.



Note. High scores indicate pride.
Ns range from 89 to 92 for 1991 and from 105 to 110 for 1992.

Figure 6.2. How Black female students feel about their own ethnic group: Four opinion clusters.



Note. High scores indicate pride.
Ns range from 66 to 71 for 1992 and from 82 to 86 for 1991.

Figure 6.3. How White male students feel about their own ethnic group: Four opinion clusters.

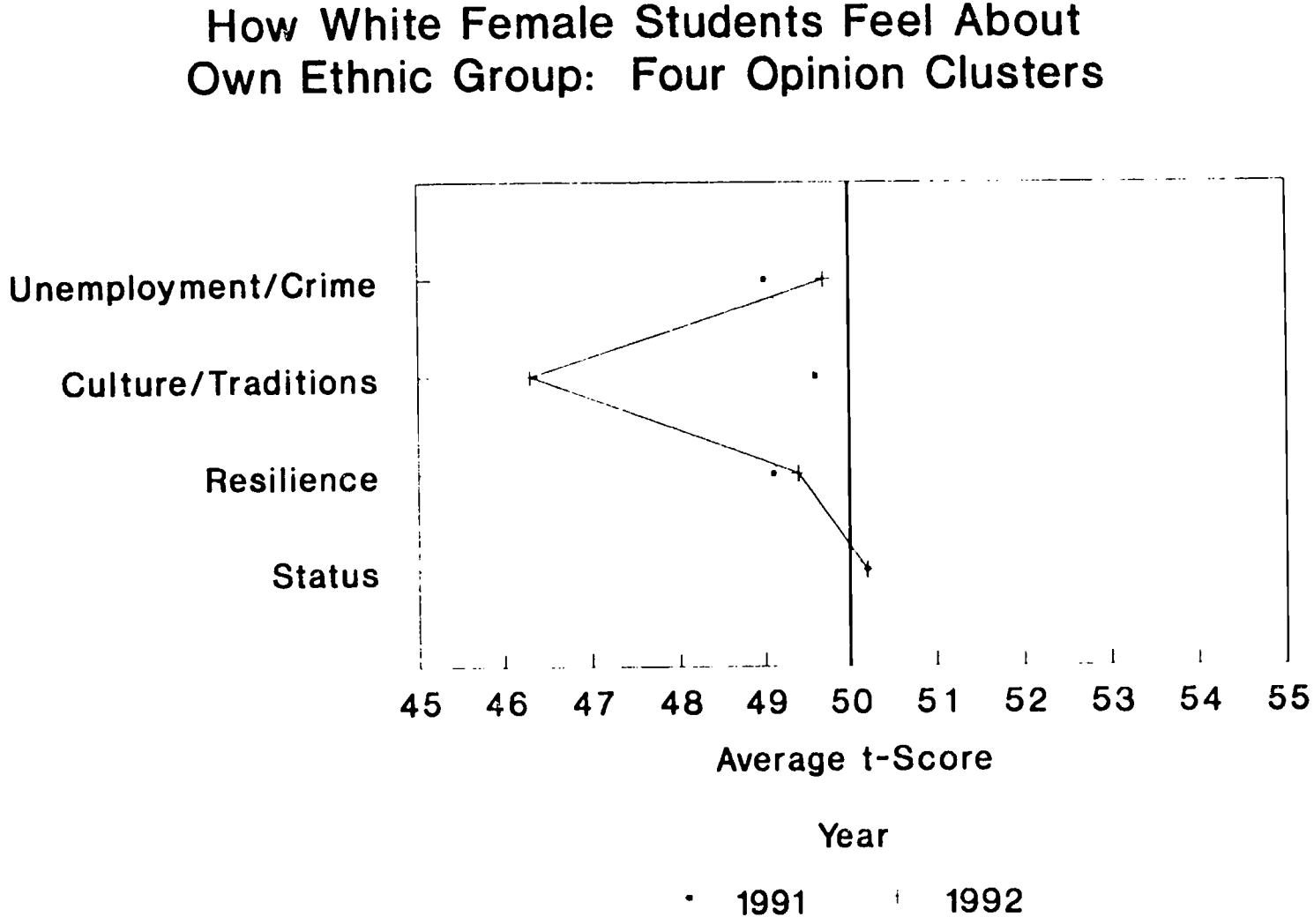


Figure 6.4. How White female students feel about their own ethnic group: Four opinion clusters.

Note. High scores indicate pride.
Ns range from 94 to 98 for 1991 and from 81 to 83 for 1992.

What Is To Be Achieved?

On most indicators of psychosocial development, the positive picture we reported for 1991 is evident again in the 1992 responses. Both Black and White students at Prospect feel connected to the school, report that they respect conventional social rules, think positively about themselves, and feel pride in their groups' cultural traditions.

Despite students' reports that they feel close to and respect members of their own racial/ethnic group, many students believe that members of their own group are likely to hassle or hurt each other or treat each other disrespectfully. Evidence among Black students (especially boys) suggests decreases in perceived negative intragroup relations and slight, but nonsignificant increases among White boys. The evidence of negative intragroup relations indicates that the program must continue to consider ways to create positive peer associations not only across racial/ethnic lines but within them as well.

In contrast, there is little in any group of students' reports to suggest a disproportionate lack of pride in cultural traditions or history. Taken together, the evidence about student feelings about the behavior of other students suggests that emphasis on contemporary interpersonal relations may be more productive than emphasis on historical accomplishments in fostering beneficial psychosocial development for all students.

In short, program components directed at how students now treat each other may prove more helpful than will attempts to change how events of the past are perceived.

Chapter 7. Students' Career and Educational Aspirations

Where Are We?

Along with grades and academic achievement, career and educational aspirations are important determinants of later educational and career outcomes. Enhancing the level of educational and career aspirations of all Prospect students by the time they reach late adolescence is a fifth challenge for the multicultural program.

When Prospect's students were asked to name the occupation they expected to be pursuing when they are 35 years of age, large proportions listed one of a very small number of occupations — physician, lawyer, and athlete being the most common. Earlier we reported that 45 percent of students listed one of these three occupations, and that a quarter of European-American boys and almost a third of African-American boys expressed the unlikely expectation that they would be employed as athletes at age 35. Table 7.1 shows the most commonly listed occupations in our 1991 and 1992 surveys; the results of both are similar.

The evidence implies that many, perhaps most, Prospect students have not begun to think systematically and realistically about their careers.

Most Prospect students say they expect to complete a college degree (Table 7.2). Proportionately more girls (70%) than boys (60%) expect to do so.

Table 7.1. Most common occupational aspirations of Prospect students.

	1991		1992	
Student Group	Occupations	Percent	Occupations	Percent
All students	Physician	16	Physician	13
(1991 N = 352)	Lawyer	15	Lawyer	13
(1992 N = 318)	Athlete	14	Athlete	10
	Teacher	6	Teacher	6
Black Females	Physician	31	Lawyer	24
(1991 N = 95)	Lawyer	21	Physician	24
(1992 N = 100)	Teacher	11	Teacher	7
	Nurse	6	Nurse	5
White females	Lawyer	24	Lawyer	18
(1991 N = 100)	Physician	18	Physician	14
(1992 N = 76)	Nurse	9	Teacher	12
			Do not know	8
			Nurse	7
			Veterinarian	6
Black males	Athlete	32	Athlete	25
(1991 N = 96)	Physician	10	Lawyer	5
(1992 N = 66)	Proprietor	7	Physician	5
	Architect	5		
	Police Officer	5		
White males	Athlete	25	Athlete	19
(1991 N = 88)	Lawyer	10	Do not know	7
(1992 N = 58)	Physician	8	Physician	5
	Carpenter	8	Police Officer	5

Table 7.2. Percentage of students expecting to complete a college degree, 1991 and 1992.

	Percentage:		N:	
Group	1991	1992	1991	1992
All students	65	66	412	398
Black students	68	67	192	210
White students	65	64	188	159
Girls	71	70	208	214
Boys	60	60	203	182
6th graders	71	69	123	151
7th graders	64	66	141	107
8th graders	62	62	148	140
Black girls	73	65	95	114
White girls	70	74	100	85
Black boys	64	68	96	94
White boys	59	53	88	74

Note. We did not check significance levels for the race/sex breakdown.

The small race differences in educational aspirations parallel the differences in parental education: African-American students' parents had completed more formal schooling than had White students' parents, according to students' reports.

Sixth graders more often expect to complete college than do students in the higher grades.

Students who like school have a higher probability of completing more of it than do students who dislike school. Accordingly, student attachment to school is an important indicator. Patterns in a multi-question indicator of attachment to school resemble those for educational expectations. Girls are more attached to school than are boys, and sixth graders are much more attached than students in the higher grades. (See Table 7.3.) We found no significant change in attachment to school between 1991 and 1992.

Table 7.3. Attachment to School for subgroups of students in Prospect Middle School.

Group	Mean	SD	N
All students	.66	.26	807
6th graders	.76	.22	262
7th graders	.65	.24	247
8th graders	.59	.27	287
Boys	.64	.25	383
Girls	.68	.26	423

Note. High scorers say, for example, that they like school and that it is important what the teacher thinks about them. Low scorers dislike school. Grade levels and sexes differ significantly. This table combines data from the December 1990 and January 1992 assessments; scores did not differ significantly by year or race/ethnicity. The mean scores for subgroups have a margin of error (95% confidence interval) of about plus or minus .02 or .03.

Peer Influence

On the basis of observations made in secondary schools, anthropologist John Ogbu recently suggested that some students may not work as hard at school tasks as they otherwise might because they expect to be ridiculed by other students. More specifically, a school culture may exist in which Black students are accused of "acting White" by other Black students if they invest in academic tasks or perform well in school.

To learn whether such a peer influence process may operate at Prospect, students were asked about their own experiences. As Table 7.4 shows, boys were significantly more likely than girls to report not doing as well as they could in order to fit in with their peers. Black boys were especially likely to report such influence (although neither the race-by-sex interaction or the difference associated with race was statistically significant).

Table 7.4. Sometimes I don't do as well at school as I could so that I will fit in better with my friends: Percent answering "true" in 1991 and 1992.

	Percentage "true:"		N:	
Group	1991	1992	1991	1992
All students	31	28	392	335
Black girls	22	25	90	96
White girls	22	21	98	71
Black boys	45	44	91	79
White boys	33	23	81	70

Note. The difference between 1991 and 1992 is statistically significant, as is the difference associated with sex. (There is no significant statistical interaction.)

In the 1992 assessment, 25% of Black girls and 21% of White girls said they were influenced by peers to do less than their best; 23% of White boys and 44% of Black boys said they did less well than they could in order to fit in with their friends. There is a small statistically significant shift over time, with students less often reporting that they avoid doing well to fit in with friends in the more recent assessment.

A similar pattern of results emerged when students were asked if others of their own ethnic group would make fun of them if they did too well at school (Table 7.5).

Table 7.5. Students of my ethnic group would make fun of me if I did too well at school work: Percent answering "true" 1991 and 1992.

	Percentage "true:"		N:	
Group	1991	1992	1991	1992
All students	33	25	396	335
Black girls	29	23	92	97
White girls	25	11	99	73
Black boys	42	42	93	78
White boys	35	23	81	70

Note. The difference between 1991 and 1992 is statistically significant, as is the difference associated with race and the difference associated with sex. (There is no significant statistical interaction.)

In the 1991 results, a quarter (25%) of White girls but more than two-fifths (42%) of Black boys said they expected derision. The results are somewhat more favorable for White students and for girls. There was significant improvement between 1991 and 1992. Although there is no significant interaction, no improvement is seen between the two years for the Black boys — 42% of whom expect to be derided for doing well at school work.

Peer culture may be one influence that maintains between-group differences in educational outcomes and the poor performance of Black male students in particular.

Further insight into investments in scholastic achievement may be derived from an analysis of scores on the Effective School Battery's School Effort scale (administered in December 1990 and January 1992). Results summarized in Table 7.6 imply that boys show less regard than do girls for the neat and timely completion of school work, but the average effort scores for Black and White boys are similar. There was no statistically significant difference in Effort scores for the two assessments a year apart.

This pattern of additional outcomes — from an independent set of questions asked at different times — provides partial support for the suggestion that peer influence to curb performance may result in lower student effort.

There is no evidence of improvement in student effort over time.

Table 7.6. Self-reported School Effort for subgroups of students in Prospect Middle School.

Group	Mean	SD	N
All students	.59	.29	433
6th graders	.67	.27	277
7th graders	.57	.28	263
8th graders	.54	.30	295
Boys	.54	.29	412
Girls	.64	.28	433
African-American students	.58	.27	404
European-American students	.60	.31	367
African-American girls	.62	.27	215
African-American boys	.53	.27	189
European-American girls	.67	.28	178
European-American boys	.54	.31	189

Note. High scorers say, for example, that they work hard in school. Low scorers say that they don't bother with homework or class assignments. Grade levels, sexes, and race/ethnic groups differ significantly. This table combines data from the December 1990 and January 1992 assessments; scores did not differ significantly by year. The mean scores for small subgroups have a margin of error (95% confidence interval) of about plus or minus .04.

What Is To Be Achieved?

The evidence across two years of assessment continues to suggest that many — perhaps most — Prospect students are not seriously oriented towards working careers and that peer group influence may be thwarting career and educational development.

- Many students aspire to a small number of occupations that employ only a small fraction of Americans and which are very difficult to enter.

- Boys' educational aspirations are lower than girls' aspirations, and students in the higher grades have lower aspirations than those in lower grades.

- Relatively few Prospect students aspire to occupations in science (aside from medicine), engineering, entrepreneurial activity, or skilled trades.

- Peer culture may operate to limit the educational effort or performance of boys — and African-American boys in particular. Although some assessments imply improvement between 1991 and 1992, other assessments do not. There is no evidence of improvement for African-American boys specifically.

Although there appears to be considerable room to further develop the program in ways that have salutary influences on the ways students think about their career and educational possibilities, there is scant evidence of improvement to date. Focusing explicitly on peer influence, peer expectations, and peer behavior remains a promising avenue to improve educational outcomes for boys, and for African-American boys in particular.

SECTION III. IMPLEMENTATION AND PROSPECTS FOR DISSEMINATION

In this section we provide information on program implementation and discuss some considerations for further development and dissemination.

Chapter 8. Where Does the Program Now Stand In Putting Its Intentions In Place?

Kurt Lewin noted that in the absence of concrete indicators of what is to be done, the assessment of accomplishment depends on the predispositions of the individual observer. For this reason, we have urged the Multicultural Program to specify concrete implementation standards by which to judge its own success in implementing each aspect of the program.

Program personnel devoted effort to specifying implementation standards for a few program components. For one of these, the standards were clear and explicit. The implementation standard for tracking is the absence of grouping by race/ethnicity or ability. At this broad level, the standard is clear for elimination of tracking despite the lack of standards for how transition to instruction in non-tracked classrooms will take place or what instruction for heterogeneously grouped students will look like.

Rudimentary implementation standards were specified for portions of other program components as well: procedures for a mediation center, expectations for lessons delivered in an advisory homeroom, expectations for the conduct of a culture club, a curriculum for a sixth-grade multicultural course and for multicultural content in reading instruction, and aspirations for some parent/community involvement activities. Sometimes these rudimentary standards specify when events will occur, or they indicate expectations for how often students will be allowed to be pulled from other scheduled activities for a club meeting. In other cases they indicate how often and how many lessons of a certain type

should be delivered. If formalized and made more complete, these beginnings could evolve into a full description of what is intended; but they do not at present serve that purpose.

For other areas, standards have not been developed. For example, there are no clear guidelines for determining whether teachers make use of learning styles or cooperative learning strategies. The idea of developing implementation standards for instructional methods or techniques was rejected as inappropriate for the culture of teaching in Pittsburgh by the school's program coordinator.

Accordingly, to provide a uniform and "objective" method of describing level of implementation, we have adapted a procedure for describing "level of use" that assumes a developmental process in which practitioners go from a lack of awareness, to awareness and taking limited steps to gain information, to trial, and to regular use.

Overview of Program Components

A snapshot of level of implementation for 16 distinct program components is presented in Table 8.1. This table shows the percentage of teachers who have at least "tried" each of these innovations in their work (including irregular use and regular use of the program element). In our earlier report, the list was headed by a common educational practice which is not one of those specifically encouraged by the program — within-class ability grouping. In all, 61% of teachers reported having tried such grouping. Table 8.1 shows that this is still a common practice, although not as common as it was earlier. Within-class grouping by ability seems to be decreasing — an outcome that seems to be in line with the objective of eliminating tracking.

Table 8.1. Percentage of teachers who have tried various program elements, use them irregularly, or use them regularly -- 1991 and 1992.

1991	1992	Multicultural program element
62	41	Within-class ability grouping
55	53	Peer tutors
43	43	Working with social services in the school
42	44	Methods of instruction in heterogeneous (nontracked) groups of students
38	36	Learning and teaching styles (Dunn)
37	34	Instructional action plan, student achievement profiles, and focused lists
36	39	Multicultural curriculum
34	24	Speakers or volunteers representing different racial/ethnic/cultural groups
26	35	Visits to students' homes
25	20	Flexible scheduling within team
24	24	CIRC, Jigsaw, STAD, TAI, or TGT
24	33	Conflict management (including mediation, negotiation)
22	17	Special programs for involving parents
21	11	Adult mentors for students
20	20	Time-out room
16	12	Parent or community member volunteers in the classroom

For the remaining program elements — all suggested as innovations by the program — the percentage of teachers who have at least tried the innovation ranged in the earlier assessment from 55% for peer tutors to 16% for the use of parent or community volunteers in the classroom. The percentages now range from 53% for peer tutors to 11% for adult mentors. In general, there is no large increase in the use of most program components, but there are some exceptions to this generalization.

The table shows an increase in the practice of visiting students' homes, and greater use of conflict management — a result of the initiation of a mediation center in the

school. Little or no progress in the implementation of learning styles, multicultural curriculum, instructional action plans, or cooperative learning is indicated.

In our earlier report we showed how staff turnover may affect the program, by showing that implementation of the program's innovations is more common among continuing teachers than among new teachers. More recent information in Table 8.2 shows patterns of use for teachers new to the school in the past academic year compared to continuing teachers according to their reports at the end of the 1991-92 school year.

Table 8.2. Percentage of teachers who have tried various program elements, use them irregularly, or use them regularly -- Continuing teachers and teachers new to the school.

New	Continuing	All	Multicultural program element
23	52	41	Within-class ability grouping
46	58	53	Peer tutors
31	48	43	Working with social services in the school
38	49	44	Methods of instruction in heterogeneous (nontracked) groups of students
23	42	36	Learning and teaching styles (Dunn)
23	41	34	Instructional action plan, student achievement profiles, and focused lists
30	42	39	Multicultural curriculum
31	23	24	Speakers or volunteers representing different racial/ethnic/cultural groups
31	35	35	Visits to students' homes
8	26	20	Flexible scheduling within team
8	34	24	CIRC, Jigsaw, STAD, TAI, or TGT
17	38	33	Conflict management (including mediation, negotiation)
22	7	17	Special programs for involving parents
8	10	11[a]	Adult mentors for students
15	25	20	Time-out room
8	16	12	Parent or community member volunteers in the classroom

[a] Some respondents did not indicate how long they had been in the school.

New teachers are still less likely to report using most program components at the end of their first year in the school. Evidently, staff turnover can be expected to thwart efforts to implement the program in the school.

In the remainder of this chapter, we summarize information about level of use, first for each of the eight major components of the multicultural program and then for ancillary or satellite program elements.

Multicultural Curriculum

A cadre of HRTs has worked to develop materials and recommendations to infuse multicultural content into the regular school curriculum and to devise a special multicultural course.

In addition, the Office of Multicultural Education contracted with others to write curriculum materials and made progress in other areas (such as the adoption of new basal reading series).

Table 8.3 shows the extent to which multicultural curriculum has found its way into use by practicing teachers in Prospect. Fourteen percent of reporting teachers indicate regular use of multicultural curriculum. An additional 6% report occasional application (for a total of 20% reporting regular or occasional use). And 18% more report having tried to use multicultural curriculum. But 61% of teachers have not progressed to the trial stage of use.

Table 8.3. Level of use of multicultural program elements: Detailed percentages for 1991 and 1992

Have not heard about	Know little about	Have obtained information	Have been trained	Have tried myself	Teach use, or do irregularly	Teach, use, or do regularly	
							Multicultural curriculum
0	18	39	7	12	9	14	1991
2	8	37	14	18	6	14	1992
							Learning and teaching styles
2	11	41	9	11	5	21	1991
2	18	34	10	22	4	10	1992
							Cooperative learning techniques
43	22	11	0	7	7	9	1991
36	24	8	8	16	0	8	1992
							Methods for instruction with heterogeneously grouped students
6	14	38	0	13	4	26	1991
2	20	32	2	20	4	20	1992
							Speakers or volunteers representing racial/cultural groups
6	13	43	4	21	8	6	1991
0	17	52	6	11	11	2	1992
							Conflict management
2	13	52	9	6	9	9	1991
0	22	35	10	18	4	10	1992
							Flexible scheduling within team
21	25	26	0	19	4	2	1991
20	36	20	4	13	4	2	1992
							Instructional action plans, student achievement profile, & focused lists
13	26	20	4	11	7	18	1991
10	26	26	4	20	8	6	1992
							Special program for involving parents
18	26	29	4	12	8	2	1991
12	36	31	5	7	2	7	1992
							Parent or community member volunteers in the classroom
12	25	46	0	12	2	2	1991
6	38	40	4	6	4	2	1992
							Adult mentors for students
9	23	41	5	18	2	2	1991
6	36	36	11	2	4	4	1992
							Peer tutors
5	16	21	2	18	14	23	1991
6	14	20	6	29	14	10	1992
							Time-out room
6	24	50	0	9	7	4	1991
0	26	37	16	12	6	2	1992
							Visits to students' homes
9	24	36	4	11	6	9	1991
8	18	33	6	24	8	2	1992
							Within-class ability grouping
9	11	16	2	38	7	16	1991
9	11	28	11	24	9	9	1992
							Working with social services in the school
8	19	28	2	18	8	18	1991
4	22	28	4	24	10	10	1992

Learning and Teaching Styles

A number of teachers were trained in the assessment of learning styles and in the use of a range of teaching styles. Table 8.3 shows that 21% of teachers reported the regular application of these instructional methods in our 1991 assessment, but that fewer (10%) reported regular use in our more recent assessment. Most nonusers of teaching and learning styles have been trained or obtained information, and 22% of teachers have at least tried the methods even if they are not regular or occasional users.

Cooperative Learning

In our earlier assessment 16% of responding teachers reported regular or occasional use of cooperative learning methods. In the recent assessment, only 8% report such use. Most nonusers know little about these instructional methods.

Cooperative learning strategies are intended to provide a vehicle for the delivery of instruction in classes of heterogeneously grouped students. (Heterogeneous grouping will result from the elimination of tracking.) Accordingly, teachers were asked not just about the use of cooperative learning techniques but also about the use of any methods for instruction with heterogeneously grouped students. As Table 8.3 shows, teachers as a group are farther along the continuum of implementation for this more generally described category of instructional practices than for cooperative learning *per se*, with 26% reporting the regular use of some method for instruction in heterogeneous groups in the 1991 assessment and 20% reporting regular use in 1992.

Cultural Awareness

A regular feature of the school's advisory homeroom was the application of specially prepared curriculum intended to foster cultural awareness. This activity was carried out as a regular feature of the homeroom sessions, although there was some dissension about the regularity with which the activities were to be pursued.

A program component related to cultural awareness was a Culture Club. This club for African-American boys is intended to foster a capacity to perform the roles expected in multiple cultures. Arrangements for this club were improved over the course of the 1991-1992 year, and scheduling was changed to make it possible for students to attend without too often missing the same school subject.

Use of speakers or volunteers representing various racial/cultural groups can be regarded as a further method of promoting cultural awareness. Table 8.3 shows that 13% of teachers reported regular or irregular use of such speakers.

Elimination of Tracking

The assessment of the degree to which there exists ability grouping or grouping by race/ethnicity is a straightforward matter. Either there is grouping by race/ethnicity or prior achievement, or there is not.

In our first report, we showed that the school had essentially eliminated classes representing only one racial group. We expect to be able to report at a later time on the extent to which this successful elimination of ability grouping has continued.

Conflict Resolution

The school began the operation of a student mediation center during the school year. Staff developed a flow chart of expected operation of the center, and the center was actually involved in delivering service. The level of activity was, however, far below the anticipated level. Difficulties in operating the program in full form stemmed in part from a lack of furniture, demands on trained personnel to train others in the district as well as to perform duties in the school, and lack of consent by traditional disciplinarians (the deans) for direct teacher referrals for mediation.

Although a mediation center has now been established, it is operated at a service level far below the anticipated level.

Beginning in the 1992 -1993 school year, teachers will make direct referrals to the mediation center. This may remove one obstacle to implementing the program.

The level of use of conflict resolution methods among teachers is summarized in Table 8.3. Two-fifths of teachers have been trained or had a higher level of involvement.

Community/Parent Involvement

Parents and community members were involved in the initial development of the program or assisted in the selection of special program personnel. In addition, the school has gone to the community to distribute report cards at community centers, parents were involved in reviewing books, the school experimented with a mock bank in cooperation with a local financial institution, parents have been contacted at home by phone and through written materials, open-house was held to welcome parents, the principal adopted

the practice of sending misbehaving students home to return the following day with a parent, a family night was arranged, and a community development agency has assisted in the development and evaluation of the multicultural program.

Earlier sections have shown that a number of these approaches to reaching or involving the community really did reach it. Substantial fractions of parents report having contact with the school or visiting it, for example.

At the same time, the full potential of the community and parent resources to promote the image of the multicultural education program and assist in achieving its aims has not yet been tapped. Table 8.3 shows that adult mentors from the community are seldom used, few parent or community member volunteers assist teachers in the classroom, about 10% of teachers make visits to students homes either regularly or irregularly, and there is little teacher utilization of other specific methods for involving parents.

A range of other possibilities for mobilizing parent and community assistance has not, so far as we are aware, been pursued. Among such activities would be the establishment of community action committees, use of focus groups to learn about and address community concerns, or the mobilization of community educational self-help groups. The considerable antagonism of a substantial number of European-American parents (see earlier chapters) has apparently not been directly addressed. African-American parents, too, show increasing dissatisfaction with the school.

Other Activities

Although not usually identified as core features of the multicultural education program, several other aspects of Prospect's instructional activities program merit

description: the use of instructional action plans, peer tutoring, and flexible scheduling within grade-level teams.

The principal established a system of regular monitoring of student achievement as a method of promoting the achievement of all groups of students. Specifically, testing program results for individual students were scrutinized to identify those at or below the national median, and lists of students targeted for individual action plans were to be developed by teachers. Level-of-use information shows that 14% of responding teachers make use of this system of monitoring student progress regularly or irregularly, down from 25% in our previous survey (Table 8.3). Whereas 41% of continuing teachers report at least having tried instructional action plans, only 23% of teachers new to the school in the past year report having tried them. These data about level of use for continuing and new teachers illustrate one effect that turnover has on the school's program.

The regular or irregular use of peer tutors is reported by 24% of teachers, down from 37% of reporting teachers in the previous survey. (We note that use of this presumably effective instructional adjunct is usually not mentioned as a key feature of the program.)

One purpose of establishing instructional teams and making use of Instructional Team Leaders in middle schools is to make possible flexible scheduling within these teams to diversify the instructional experiences that the school can make available. Prospect's teachers report making very little use of flexible scheduling — only 6% of reporting teachers indicate regular or irregular use.

Readiness for Replication or Dissemination

The Office of Multicultural Education is engaged in an effort to disseminate three program components: conflict resolution, learning styles, and cultural awareness. In this final section, we comment on the programmatic requirements of dissemination and the adequacy of existing resources for this task.

Successfully bringing about planned change in schools usually requires several elements:

- acceptance of a set of clear goals that address real problems perceived by those in the school
- correct understandings of why the problems occur and therefore what causes of these problems must be addressed
- availability of interventions that will address these causes
- specifications of the content of these interventions (what is to be done, with or to whom, to what extent, with what quality)
- credible plans to put these interventions in place
- mechanisms to observe application of interventions and to take corrective action in a timely fashion.

When any of these elements is missing, the outcome of the change effort will usually be dissatisfying. The experience thus far in the demonstration program at Prospect implies that training alone will not accomplish application of new procedures or achieve program goals. The program as now developed at Prospect does not provide a test of the expectation that a multicultural program will produce benefits for students and communities.

District dissemination activities already appear to be following an alternative strategy. Interventions, whether tested at Prospect or not, are being disseminated, and district personnel are attempting to produce manuals detailing desired implementation.

Whether or not Prospect serves as a demonstration program, quality-control tools (e.g., implementation standards and manuals) are needed for dissemination. Table 8.4 shows the current availability of training and quality-control tools for each part of the Prospect demonstration model.

Development of the parent and community involvement strand has been limited to special events rather than routine activities. Concrete descriptions of what is intended have yet to be developed. The experience so far at Prospect illustrates the importance of plans to anticipate and effectively cope with community needs, anxieties, and perceptions. Failure to address community concerns rivals limitations in specifying concrete programs for instructional improvement as a key weakness of the program.

Critical elements of the vision of multicultural education that guided the initiation of the demonstration program remain substantially unrealized at Prospect.

Table 8.4. Status of training and quality control tools for multicultural education interventions.

Intervention	Training	Implementation Standards	Manual
Conflict resolution			
Student mediation center	√	√	√
Conflict management curriculum for middle school students	√	In progress	In progress
Community mediation center	√	No	No
Cultural awareness			
Advisory homeroom	√	√	√
Culture Club	√	√	√
Learning and teaching styles			
Classroom redesign	√	No	In progress
Use of multisensory instructional packages	√	No	No
Cooperative learning[a]	No	No	No
Multicultural curriculum			
Adoption of basal reading series with multicultural content		√	√
Sixth-grade multicultural course	No	√	√
Community-parent involvement			
Special events (family fun night, orientation days, report card distributions)	No	√	In progress
Other programmatic activities	No	No	No
Elimination of tracking	No	In progress	No

[a] Training of resources and manuals are available from developers and trainers for various versions of cooperative learning, but no specific procedures have been adopted or standards for those procedures specified by the project.

SECTION IV. APPENDIX

This Appendix contains the questionnaires which were used in surveys of the teachers, staff, students, and parents of students of the Prospect Multicultural Education Center.

Questionnaires

This appendix describes the questionnaires used in surveys on which some of the material in this report is based.

Your Attitudes and Opinions is a student questionnaire specially devised for this evaluation. This questionnaire is the source of much of the information we report on student attitudes about different groups in the school. It is reproduced in this appendix.

Staff Attitudes and Opinions is a school staff questionnaire specially devised for this evaluation. Completed by teachers, administrators, and other school personnel, this questionnaire is the source of some of the information on program implementation, intergroup relations, and attitudes towards the program we summarize in this report. It is reproduced in this appendix.

A *Parent Questionnaire* was also specially devised for this evaluation. Administered to parents by mail, this questionnaire is the source of the information we report about parental perceptions of the school and its programs. It is reproduced in this appendix.

The *Effective School Battery* teacher and student questionnaires are published by Psychological Assessment Resources, P.O. Box 998, Odessa, Florida 33556. These instruments assess school climate and a range of student and teacher attitudes.

YOUR ATTITUDES AND OPINIONS

This booklet asks how you think and feel about yourself, other people, and your school. It also asks about you and other students.

Your answers to these questions will help us learn what students think and do. The answers for many students in your school will be averaged. Teachers, school leaders, and scientists will use these averages to try to find ways to make your school a better place. Only the averages, not your own answers, will be given to people in your school district.

Your help with this survey is up to you. You have the right not to answer any or all the questions. But we want you to know that your answers are important. The number on your booklet may be used to compare your answers to answers to other questions you may be asked later. This matching will be for research purposes only. WE DO NOT WANT YOUR NAME ON YOUR BOOKLET. Please carefully peel the label with your name off the booklet before you begin.

Please read each question carefully. Then mark the answer that is closest to what you think. This is not a test. There are no right or wrong answers.

Please raise your hand now if you have any questions.

If you want to talk to anybody about your participation in this project, you should feel free to ask your principal or to call Gary Gottfredson at 410-516-0375 or the board at Johns Hopkins University (410-338-6360) that reviews how research is carried out.

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Some Questions About You

Please answer the following questions so we can learn how different groups of students feel about things.

1. Are you: ***(Mark one.)***

   - ○ Female
   - ○ Male

2. How old were you on your last birthday? ***(Mark one.)***

   - ○ 10 years or younger
   - ○ 11 years
   - ○ 12 years
   - ○ 13 years
   - ○ 14 years
   - ○ 15 years
   - ○ 16 years or older

3. What grade are you in? ***(Mark one.)***

   - ○ 6th
   - ○ 7th
   - ○ 8th

4. How do you rate yourself in school ability compared with those in your class at school?

   - ○ I am among the best
   - ○ I am above average
   - ○ I am average
   - ○ I am below average
   - ○ I am among the poorest

5. What is your ancestry? ***(Print the ancestry group with which you identify--a nationality or country in which your parents or ancestors were born. If you do not identify with just one group, print more than one. For example: African, Cherokee, English, Honduran, Italian, Jamaican, Korean, Lithuanian, Mexican, Nigerian, Polish, etc.)***

   _____

6. How do you describe yourself? ***(Mark one.)***

   - ○ Black or African American
   - ○ White or European American
   - ○ Native American or Alaskan Native
   - ○ Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
   - ○ Spanish American (Mexican, Puerto Rican, Cuban, or other Latin American)
   - ○ Other: _____

Your Educational and Career Plans and Effort

The next questions ask about your plans for education and about your school work. Please mark one answer for each question.

7. Do you think you will get a college degree?

   - ○ Yes
   - ○ Not sure
   - ○ No

8. Do you expect to complete high school?

   - ○ I am certain to finish high school.
   - ○ I probably will finish high school.
   - ○ I probably will <u>not</u> finish high school.

9. What occupation do you expect to be working in by the time you are 35 years old? ***(Print the name of the occupation in the space below.)***

   _____

Your Opinions

Here are some things people can feel proud of or ashamed of when they think about their ethnic, racial, or cultural group. Please read each of these descriptions and check the answer that tells how you feel when you think about your own racial or ethnic group compared to others.

	Proud	Pleased	No feeling	Embarrassed	Ashamed	
10.	O	O	O	O	O	The kind of food eaten
11.	O	O	O	O	O	People in history
12.	O	O	O	O	O	Amount of money made
13.	O	O	O	O	O	Clothes some people wear
14.	O	O	O	O	O	Businesses some are in
15.	O	O	O	O	O	Neighborhoods
16.	O	O	O	O	O	Intelligence
17.	O	O	O	O	O	Families
18.	O	O	O	O	O	Leaders
19.	O	O	O	O	O	Clubs or social groups
20.	O	O	O	O	O	Religion or spirituality
21.	O	O	O	O	O	Homes
22.	O	O	O	O	O	Possessions
23.	O	O	O	O	O	Educational achievement
24.	O	O	O	O	O	Superstitions

Here are some more things people can feel proud of or ashamed of when they think about their ethnic or racial group. Please check the answer that tells how you feel when you think about your cultural or racial group.

	Proud	Pleased	No feeling	Embarrassed	Ashamed	
25.	O	O	O	O	O	Taking advantage of others
26.	O	O	O	O	O	Respect for others like themselves
27.	O	O	O	O	O	Speech and language
28.	O	O	O	O	O	Ancestors
29.	O	O	O	O	O	Traditions
30.	O	O	O	O	O	Kinds of work people do

*Here are some things people may feel **ashamed** of when they think about their ethnic or racial group.* Please check the answer that tells how you feel when you think about your racial or cultural group.

	No feeling	Embarrassed	Ashamed	
31.	O	O	O	Crime
32.	O	O	O	Immoral behavior
33.	O	O	O	Taking advantage of others
34.	O	O	O	Drug use
35.	O	O	O	Drunkenness
36.	O	O	O	Laziness
37.	O	O	O	Unemployment
38.	O	O	O	Disgracing family honor

Here are some things people may feel proud of when they think about their ethnic or racial group. Please check the answer that tells how you feel when you think about your racial or cultural group.

	No feeling	Proud	Very Proud	
39.	○	○	○	The way people stick together
40.	○	○	○	Helping others
41.	○	○	○	Working hard
42.	○	○	○	Courage
43.	○	○	○	Musical ability
44.	○	○	○	Getting ahead economically
45.	○	○	○	Overcoming the odds

What People Think

Please answer the following questions to tell whether you agree or disagree with the following statements are mostly true or mostly false about people in your school. ***(Circle A or D for each statement.)***

	Agree	Disagree	
46.	A	D	Black and white students want to work together in this school.
47.	A	D	I have a great deal of respect for other students of my own ethnic/racial group.
48.	A	D	White and black students help each other at school.
49.	A	D	Members of my racial or ethnic group in this school treat each other with respect.
50.	A	D	Many sixth-grade students in my ethnic/racial group are afraid of being hassled by older students.
51.	A	D	Most white teachers favor white students.
52.	A	D	Students of my own ethnic/racial group often hassle each other.
53.	A	D	Most black teachers favor black students.
54.	A	D	Students of my own ethnic/racial group usually do whatever they can to help each other get along.
55.	A	D	Most white people in this school want to see African Americans get a better break.
56.	A	D	Students of my ethnic/racial group are often worried that they will be hurt or bothered by other members of my group.
57.	A	D	Some white people in this school don't care whether African American students get ahead.
58.	A	D	Most students of my ethnic/racial group can be counted on to do the right thing.
59.	A	D	Students would rather be in a school without kids from some other race.
60.	A	D	Many students of my ethnic/racial group can be expected to embarrass others.
61.	A	D	I like the way I am treated by members of my own racial/ethnic group.
62.	A	D	Students of my racial group who make good grades will never fit in with other kids.

63. If someone made fun of a student for trying hard at school, how do you think most of your friends would feel? *(Mark one.)*

- ○ Glad
- ○ Would not care
- ○ Angry or upset

Stereotypes of Different Groups

Please answer the following questions to tell how you think the average student in your school thinks about students in each of these cultural or racial groups. *(Circle T for true or F for false for each line.)*

How students see the average white-American student:

	True	False	
64.	T	F	Hypocritical
65.	T	F	Loud
66.	T	F	Ambitious
67.	T	F	Moral
68.	T	F	Neat
69.	T	F	Lazy
70.	T	F	Intelligent
71.	T	F	Stuck-up
72.	T	F	Cares about family
73.	T	F	Attractive
74.	T	F	Boring
75.	T	F	Wastes money

How students see the average African-American student:

	True	False	
76.	T	F	Hypocritical
77.	T	F	Loud
78.	T	F	Ambitious
79.	T	F	Moral
80.	T	F	Neat
81.	T	F	Lazy
82.	T	F	Intelligent
83.	T	F	Stuck-up
84.	T	F	Cares about family
85.	T	F	Attractive
86.	T	F	Boring
87.	T	F	Wastes money

How Do You Feel?

How close do you feel in your ideas and your feelings to the following groups? *(Mark one answer for each line.)*

	Very close	Close	Not Close	Not close at all	
88.	○	○	○	○	White students
89.	○	○	○	○	Black students
90.	○	○	○	○	White teachers
91.	○	○	○	○	Black teachers
92.	○	○	○	○	White people in general
93.	○	○	○	○	Black people in general

94. If someone made fun of a student for trying hard at school, how do you think you would feel? *(Mark one.)*

- ○ Glad
- ○ Would not care
- ○ Angry or upset

Some Questions About You

Are the following questions mostly true or mostly false? *(Circle T for true or F for false for each statement.)*

	True	False	
95.	T	F	If I get the right help with a problem with school work, I can learn the material.
96.	T	F	When I practice at math problems, I do well on the tests.
97.	T	F	I pretend not to try hard at school work.
98.	T	F	When I read up on a topic, I can write a good report about it.
99.	T	F	If I do well in school, I won't fit in with my friends.
100.	T	F	I expect to get good grades when I study hard.
101.	T	F	If I study hard enough, I can do well in my classes.
102.	T	F	I don't want to look like a good student.
103.	T	F	Most of the time, I can get a better score on a test by studying.
104.	T	F	I can read very difficult books if I spend enough time and effort.
105.	T	F	If I go over my notes from class before a test, I usually get a good grade on the test.
106.	T	F	I value my friends' approval more than getting ahead in my school work.
107.	T	F	How much effort I spend on homework has a lot to do with the grades I get.
108.	T	F	If I do well at school, I try not to let my friends know.
109.	T	F	Most of the time it doesn't pay to prepare for exams.
110.	T	F	Students should not tease other students for doing well at school work.
111.	T	F	I usually do well in school when I work at it.
112.	T	F	Students of my ethnic group would make fun of me if I did too well at school work.
113.	T	F	Students of my racial/ethnic group should try to earn the best grades they can.
114.	T	F	Sometimes I don't do as well at school as I could so that I will fit in better with my friends.
115.	T	F	I enjoy studying about the accomplishments of persons of different ethnic groups.

	True	False	
116.	T	F	I am proud of what my school is doing to help people of different ethnic groups understand each other.
117.	T	F	I would like to do better at my school work.

Some Questions About Your School

118. How would you rate the value of the time spent in the advisory home room periods in your school?

- ○ The best part of the school day
- ○ Interesting and valuable
- ○ Just like any other part of the day
- ○ Boring and not useful
- ○ A nearly total waste of time

119. Do you think you should be required to take a multicultural education course?

- ○ Can't say; I don't know about it.
- ○ It would be the best part of the day.
- ○ It would be interesting and valuable.
- ○ It would be just like any other part of the day
- ○ It would be boring and not useful
- ○ It would be a nearly total waste of time

Your Activities

Which of the following activities have you spent time in this school year?

	Did not want to do	Would have liked to do	Spent time doing	
120.	○	○	○	In-school or after-school club -- Which clubs?
				_____
				_____
121.	○	○	○	School band
122.	○	○	○	Chorus
123.	○	○	○	School dances
124.	○	○	○	Faculty versus student games
125.	○	○	○	Family fun night
126.	○	○	○	IBM student pennant race
127.	○	○	○	Science fair
128.	○	○	○	School athletic events (soccer, softball, swimming, volleyball, wrestling, basketball, or other sport)
129.	○	○	○	School newspaper, magazine, yearbook, annual
130.	○	○	○	Student council, student government, political club
131.	○	○	○	Helping out at school as a library assistant, office helper, etc.
132.	○	○	○	Youth organizations in the community such as scouts, Y, church group, etc.
133.	○	○	○	Debating or drama
134.	○	○	○	Working at neighborhood recreation centers
135.	○	○	○	Volunteer work in the community
136.	○	○	○	Cheer leaders, pep clubs, majorettes
137.	○	○	○	School field trips (visits, conferences, or trips sponsored by your school)
138.	○	○	○	Other school activities -- Which activities?
				_____
				_____

STAFF ATTITUDES AND OPINIONS

This booklet asks questions we will use in the evaluation of the Multicultural Education Program at Prospect Middle School. It asks for your views about the program and your school, relations among people in the school, and practices you may use. It also asks for your views about roles within the school.

Your answers will be confidential. The answers for groups from your school will be averaged. School leaders, planning teams, and scientists will use these averages to try to find ways to make your school a better place. Only the averages, not your own answers, will be given to people in your school district.

Your help with this survey is up to you. You have the right not to answer any or all the questions. But we want you to know that your answers are important. WE DO NOT WANT YOUR NAME ON YOUR BOOKLET.

If you want to talk to anybody about your participation in this project, you should feel free to ask your principal or Dr. Stanley Denton, or to call Gary Gottfredson at 410-516-0375 or the board at Johns Hopkins University (410-338-6380) that reviews how research is carried out.

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tchmult.xyd

Some Questions About You

Please answer the following questions so we can learn how different groups feel about things.

Are you: ***(Please mark yes or no for each line--several may apply).***

	Yes	No	
1.	Y	N	An administrator (principal, dean, director, or other administrator)
2.	Y	N	A classroom teacher teaching at least one subject for at least one period in grades 6 through 8
3.	Y	N	A guidance counselor, librarian, social worker, family liaison worker, program coordinator, or mental health worker
4.	Y	N	A building or grounds maintenance or repair worker
5.	Y	N	A custodian or food service worker
6.	Y	N	An Instructional Team Leader (ITL)
7.	Y	N	A Human Relations Teacher (HRT)
8.	Y	N	A secretary or clerical worker
9.	Y	N	An aide or paraprofessional
10.	Y	N	Other: _____

11. Are you: ***(Mark one.)***

- ○ Female
- ○ Male

12. What is your ancestry? *(Print the ancestry group with which you identify--a nationality or country in which your parents or ancestors were born. If you do not identify with just one group, print more than one. For example: African, Cherokee, English, Honduran, Italian, Jamaican, Korean, Lithuanian, Mexican, Nigerian, Polish, etc.)*

_____

13. How do you describe yourself? ***(Mark one.)***

- ○ Black or African American
- ○ White or European American
- ○ Native American or Alaskan Native
- ○ Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
- ○ Spanish American (Mexican, Puerto Rican, Cuban, or other Latin American)
- ○ Other: _____

14. How many years have you served in this school? ***(Mark one.)***

- ○ I am in my first year
- ○ I am in my second year
- ○ I am in my third year
- ○ I have been here four years or longer

The Multicultural Education Program

Here are some questions about the Multicultural Education Program. Please answer these questions to tell your personal views about the program. Which of the following do you believe <u>should be goals or objectives</u> of the Multicultural Education program? ***(Mark one answer for each statement.)***

	Should be	Should not be	
15.	O	O	Reduce racial incidents among students.
16.	O	O	Reduce insensitivity and bias by staff members towards cultural differences.
17.	O	O	Equalize the academic achievement of white and black students.
18.	O	O	Reduce suspensions for black male students.
19.	O	O	Promote a climate of respect and understanding of all races and ethnic groups.
20.	O	O	Introduce multiracial, multiethnic, and multicultural curriculum content into Prospect's instructional materials.
21.	O	O	Increase student involvement in the school's activities.
22.	O	O	Increase the connectedness of all students to the school (reduce alienation among all groups).
23.	O	O	Increase the participation of parents in making decisions about the school--its policies and practices.
24.	O	O	Increase the participation of other community members in making decisions about the school--its policies and practices.
25.	O	O	Increase the percentage of <u>all</u> students whose CAT scores are at or above the national average.
26.	O	O	Increase the scores of students whose CAT scores are below the national average.

27. How confident are you that the Multicultural Education Program will be able to substantially achieve its principal goals and objectives within a 3- to 5-year period? ***(Mark one answer.)***

- O will definitely succeed in achieving all or most of its goals.
- O will probably succeed in achieving some of its goals.
- O may succeed and may fail in achieving most goals and objectives.
- O will probably fail to achieve most of its goals.
- O will definitely fail to achieve anything of importance.

28. Should the Prospect Multicultural Education Program be extended to other schools in the district? ***(Mark one.)***

- O Definitely yes, now.
- O Yes, as soon as more materials and experience are available.
- O Probably, but we need more materials and experience first.
- O Probably not, but we should wait to learn if benefits develop.
- O No, there is nothing beneficial to extend.
- O Definitely not.

29. Should the School Board allocate money to extend a multicultural program to all schools in Pittsburgh? ***(Mark one answer.)***

- O Yes--even if it means reducing allocations in other areas.
- O Yes--if this does not interfere with other school needs.
- O No opinion.
- O No.
- O No--not even if a foundation gave the district money exclusively for this purpose.

30. If I could create my own multicultural education program, it would: ***(Mark one answer.)***

- ○ Be exactly like the Prospect Program.
- ○ Be similar to the Prospect Program with some changes.
- ○ Be quite different from the Prospect Program.
- ○ Not resemble the Prospect Program at all.

31. The emphasis in middle schools should be on reaching the highest levels of achievement possible rather than on multicultural education. ***(Mark one answer to show your opinion.)***

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

32. If we focus on getting all students to achieve at their highest potential, multicultural issues will take care of themselves.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

33. When students are not learning what they need to learn, multicultural education is a frill.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

34. Multicultural education should encourage teachers to consider student effort or background when grading student performance.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

Program Elements

The next questions ask about your familiarity with and level of use of several elements that are or may become a part of the Multicultural Education Program. **If you are a classroom teacher who teaches at least one subject for at least one period in grades 6 through 8,** please mark one answer on each line to tell about your degree of awareness or involvement in each of these things. **If you are not a classroom teacher,** skip to question 57.

	Have not heard about	Know little about	Have obtained information	Have been trained	Have tried myself	Teach, use, or do irregularly	Teach, use, or do regularly	
35.	O	O	O	O	O	O	O	CIRC, Jigsaw, STAD, TAI, or TGT
36.	O	O	O	O	O	O	O	Other cooperative learning methods--**Important--please specify:** _____
37.	O	O	O	O	O	O	O	Conflict management (incl. mediation)
38.	O	O	O	O				Culture Club
39.	O	O	O	O	O	O	O	Flexible scheduling within team
40.	O	O	O	O	O	O	O	Instructional action plan, student achievement profiles, and focused lists
41.	O	O	O	O	O	O	O	Learning and teaching styles (Dunn)
42.	O	O	O	O	O	O	O	Special programs for involving parents--**Important--please specify:** _____
43.	O	O	O	O	O	O	O	Methods for instruction in heterogeneous (non-tracked) groups of students

	Have not heard about	Know little about	Have obtained information	Have been trained	Have tried myself	Teach, use, or do irregularly	Teach, use, or do regularly	
44.	O	O	O	O	O	O	O	Multicultural curriculum
45.	O	O	O	O	O	O	O	Parent or community volunteers in the classroom
46.	O	O	O	O	O	O	O	Adult mentors for students
47.	O	O	O	O	O	O	O	Peer tutors
48.	O	O	O	O	O	O	O	Speakers or volunteers representing different racial/ethnic/cultural groups
49.	O	O	O	O	O	O	O	Time-out room
50.	O	O	O	O	O	O	O	Visits to students' homes
51.	O	O	O	O	O	O	O	Within-class ability grouping
52.	O	O	O	O	O	O	O	Working with social services in the school
53.	O	O	O	O	O	O	O	Teacher Expectations and Student Achievement (TESA)
54.	O	O	O	O	O	O	O	Study/Homework Shop
55.	O	O	O	O	O	O	O	Support groups for parents
56.	O	O	O	O	O	O	O	Parent/community meetings

Program Development

How much responsibility do each of the following persons or groups have for the development of the Multicultural Education Program? *(Mark one answer for each line.)*

	Very much	Much	Not much	None	
57.	O	O	O	O	Allegheny Conference on Community Development
58.	O	O	O	O	Classroom teachers (other than HRTs or ITLs)
59.	O	O	O	O	Clerical or secretarial staff
60.	O	O	O	O	Custodial or food service workers
61.	O	O	O	O	Deans
62.	O	O	O	O	Director of Multicultural Education
63.	O	O	O	O	Others in the Office of Multicultural Education
64.	O	O	O	O	District Curriculum Directors/Supervisors
65.	O	O	O	O	District Multicultural Steering Committee
66.	O	O	O	O	District Office of School Management
67.	O	O	O	O	Guidance counselors, social workers, family liaison workers, librarian, or mental health workers.
68.	O	O	O	O	HRTs
69.	O	O	O	O	ITLs
70.	O	O	O	O	Maintenance or repair workers
71.	O	O	O	O	Other community members
72.	O	O	O	O	Paraprofessionals
73.	O	O	O	O	Parents
74.	O	O	O	O	School-based Multicultural Education Coordinator
75.	O	O	O	O	School Supercabinet
76.	O	O	O	O	Principal
77.	O	O	O	O	School Board
78.	O	O	O	O	Students
79.	O	O	O	O	Superintendent
80.	O	O	O	O	Other: _____

How Valuable?

Now we want to ask your opinions about the usefulness of a variety of activities that are or may become a part of the Multicultural Education Program. Please mark one answer on each line to tell how valuable you believe each of these things may be for acheiving the Program's goals and objectives.

	Harmful	Useless	No opinion/ don't know	Useful	Very useful	
81.	O	O	O	O	O	Advisory homeroom
82.	O	O	O	O	O	Regular home visits
83.	O	O	O	O	O	Board of Visitors' advice
84.	O	O	O	O	O	Conflict management (incl. mediation and negotiation techniques)
85.	O	O	O	O	O	Cooperative learning (CIRC, Jigsaw, STAD, TAI, TGT, other)
86.	O	O	O	O	O	Culture Club
87.	O	O	O	O	O	Elimination of Scholars' Program
88.	O	O	O	O	O	Elimination of Tracking
89.	O	O	O	O	O	Flexible scheduling within team
90.	O	O	O	O	O	Human Relations Teachers (HRTs)
91.	O	O	O	O	O	Instructional action plan, student achievement profile, and focused student list
92.	O	O	O	O	O	Instructional teams
93.	O	O	O	O	O	Instructional Team Leaders (ITLs)
94.	O	O	O	O	O	Learning and teaching styles (Dunn)
95.	O	O	O	O	O	School's Racial Achievement Gap Plan

	Harmful	Useless	No opinion/ don't know	Useful	Very useful	
96.	O	O	O	O	O	Methods for instruction in heterogeneous (non-tracked) groups of students
97.	O	O	O	O	O	Special programs for involving parents (Please specify: _____)
98.	O	O	O	O	O	Mediation center
99.	O	O	O	O	O	Multicultural co-curricular activities (e.g., Kwanzaa program)
100.	O	O	O	O	O	Multicultural course
101.	O	O	O	O	O	Multicultural curriculum infusion
102.	O	O	O	O	O	Use of neighborhood community centers
103.	O	O	O	O	O	Open-house welcome to school for students and parents
104.	O	O	O	O	O	Parent or community member volunteers in the classroom

	Harmful	Useless	No opinion/ don't know	Useful	Very useful	
105.	○	○	○	○	○	Reading or math classes for parents
106.	○	○	○	○	○	Parent-Teacher Organization
107.	○	○	○	○	○	Parenting skills training
108.	○	○	○	○	○	Peer tutors
109.	○	○	○	○	○	Program Development Evaluation/Johns Hopkins
110.	○	○	○	○	○	Public relations and media activities
111.	○	○	○	○	○	Pittsburgh School-Based Management model
112.	○	○	○	○	○	Speakers or volunteers representing different ethnic/cultural groups in class
113.	○	○	○	○	○	Teacher progression
114.	○	○	○	○	○	Time-out room
115.	○	○	○	○	○	Use of social services in school
116.	○	○	○	○	○	Within-class ability grouping

The next questions ask you to describe the level of teamwork (common objectives and cooperation) versus the degree of conflict (divergence of aims or tension) among different persons or groups. Please rate the degree of teamwork versus tension that might go in either direction (⇔) for each pairing.

	Teamwork			Neutral			Conflict	
117.	○	○	○	○	○	○	○	Multicultural Program ⇔ the general school program
118.	○	○	○	○	○	○	○	Principal ⇔ teachers
119.	○	○	○	○	○	○	○	ITLs ⇔ other faculty
120.	○	○	○	○	○	○	○	Faculty as a whole
121.	○	○	○	○	○	○	○	Deans ⇔ teachers
122.	○	○	○	○	○	○	○	Black teachers ⇔ white teachers
123.	○	○	○	○	○	○	○	HRTs ⇔ the principal
124.	○	○	○	○	○	○	○	Union ⇔ building management
125.	○	○	○	○	○	○	○	Male staff ⇔ female staff
126.	○	○	○	○	○	○	○	White teachers ⇔ black students
127.	○	○	○	○	○	○	○	ITLs ⇔ the principal
128.	○	○	○	○	○	○	○	HRTs ⇔ ITLs
129.	○	○	○	○	○	○	○	Black teachers ⇔ white students
130.	○	○	○	○	○	○	○	Parents ⇔ teachers
131.	○	○	○	○	○	○	○	Local businesses ⇔ the school
132.	○	○	○	○	○	○	○	Teachers ⇔ students
133.	○	○	○	○	○	○	○	Principal ⇔ Multicultural Education Project
134.	○	○	○	○	○	○	○	Deans ⇔ Multicultural Education Project

What People Think

Please answer the following questions to tell whether you agree or disagree with the following statements about people in your school. ***(Mark one answer for each line.)***

	Strongly Agree	Agree	Disagree	Strongly Disagree	
135.	O	O	O	O	Black and white staff want to work together in this school.
136.	O	O	O	O	White and black staff help each other at school.
137.	O	O	O	O	Members of my ethnic group in this school treat each other with respect.
138.	O	O	O	O	Staff members of my own ethnic group usually do whatever they can to help each other get along.
139.	O	O	O	O	Most white people in this school want to see African Americans get a better break.
140.	O	O	O	O	Some white people in this school don't care whether African American students get ahead.
141.	O	O	O	O	Most staff members of my ethnic group can be counted on to do the right thing.
142.	O	O	O	O	Teachers would rather be in a school without pupils from a different race.

Final Questions

Please use the space below to indicate the most valuable aspects of the Multicultural Education Program at Prospect Middle School.

The <u>best thing</u> about the Multicultural Education Program is _____

_____

_____

This is so because _____

_____

_____

The <u>worst</u> thing about the Multicultural Education Program is _____

_____

_____

This is so because _____

_____

_____

Please use the space below to describe the one thing that would be most helpful in creating a multicultural climate in which members of all groups of students achieve and feel connected to the school that is not now being done as well as it could.

The one most helpful change would be _____

What evidence or rationale indicates that this change is needed? _____

Additional comments: _____

1. Will one of your children be in the 6th grade in September 1992?

   ____ No. Please skip to question 2.
   ____ Yes. he or she will go to _____ (please specify the name of the school) in the fall.

2. In what schools and grades will your other children be in September 1992? (Please answer for each child.)

	School	Grade 7	8	9	Other	(please specify)
Child 1	_____	O	O	O	O	_____
Child 2	_____	O	O	O	O	_____
Child 3	_____	O	O	O	O	_____
Child 4	_____	O	O	O	O	_____
Child 5	_____	O	O	O	O	_____

3. Please answer the following questions to tell whether you agree or disagree with the following statements about Prospect Middle School. (Mark one answer for each line.)

Strongly Agree	Agree	Disagree	Strongly Disagree	
O	O	O	O	Prospect Middle School has a sound academic program.
O	O	O	O	White and black students get along in Prospect Middle School.
O	O	O	O	The school is safe and orderly.
O	O	O	O	The school staff wants each child to succeed.
O	O	O	O	The school reaches out to involve parents.
O	O	O	O	Specific steps are being taken at Prospect to increase students' knowledge of and awareness about all the cultures that make up America.

4. During the school year that just ended. were you in contact with Prospect Middle School in any of the following ways?

Yes	No	
O	O	I attended a play. musical. or other special event.
O	O	I called my child's advisory homeroom teacher.
O	O	I called another teacher or member of the school staff.
O	O	I visited the school for open house or another event for parents.
O	O	I visited the school because my child was having a problem.
O	O	Someone from the school contacted me by phone.
O	O	The school sent written materials to my house.
O	O	Someone from the school visited my home.
O	O	I met with someone from the school at a community center.
O	O	I attended one of the report card meetings for parents.

5. Please answer the following questions so we can learn how different groups feel about things.

   Are you? (Mark one)
   - O Mother or female guardian of a school-aged child
   - O Father or male guardian of a school-aged child
   - O Other: _____

   How do you describe yourself? (Mark one)
   - O Black or African American
   - O White or European American
   - O Native American or Alaskan Native
   - O Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
   - O Spanish American (Mexican. Puerto Rican. Cuban. or other Latin American)
   - O Other: _____

6. The one thing that I like the most about Prospect Middle School is:

   _____
   _____
   _____

7. The one thing that I most dislike about Prospect Middle School is:

   _____
   _____
   _____